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ABSTRACT

This guide suggests methods and exercises for gathering and organizing information about alcohol use and associated adverse consequences on university campuses and in surrounding communities. The guide is intended to assist individuals and groups in identifying and modifying risks that contribute to alcohol-related problems. Alcohol problem prevention is defined as the avoidance of problems related to alcohol use, such as social disruption--including lost academic opportunities--injury, property damage, disability, disease, and premature death. Strategies offered to prevent alcohol problems reflect a public health perspective, which focuses on communities, not individuals. After an introductory chapter, the guide describes problem-oriented prevention and introduces the SARA model (scanning, analysis, response, and assessment) which organizes the recommended approach. Each of these four model components is then explained in the following four chapters. Scanning is seen to involve development of a campus profile; analysis, the identification of information needs and problem definition; response, the implementation of actions to reduce problems; and assessment, the measurement of an intervention's effectiveness and reassessment of priorities. Appendices include exercises for implementing the steps, sample survey instruments, and an annotated list 12 print, non-print, and organizational resources. (PRW)

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College Alcohol Risk Assessment Guide

Environmental Approaches to Prevention

Barbara E. Ryan / Tom Colthurst / Lance Segars, PhD

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Alcohol, Tobacco, and Other Drug Studies
UCSD Extension, University of California, San Diego

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College Alcohol Risk Assessment Guide

Environmental Approaches to Prevention

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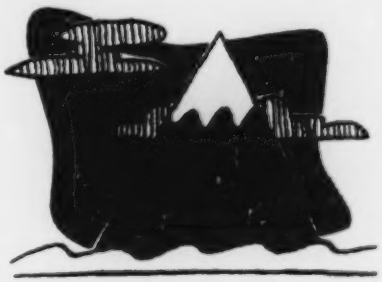
Preface: A Prevention Parable[1]



Once upon a time there was a mountain called Life. A trail wound its way up the side of the mountain. It was a difficult trail for everyone; harder for some than others. Parts of the trail were particularly difficult. In fact, an increasing number of people fell off the mountain at these points and were injured or killed.

Good people were concerned. They decided to do something about it. They built a rescue station at the bottom of the cliffs. But they found they weren't able to help many, and each day greater numbers of victims fell at their feet.

They tried harder. They enlarged the rescue station; they added ambulances; they built primary, secondary, and tertiary rescue stations. But they couldn't keep up with the number of victims falling off the mountain.

One day someone said, "Instead of picking up the victims at the bottom of the cliffs, why not build a fence at the top off the cliff?"

So, on some parts of the mountain people built fences. While some people climbed over the fences and fell, their numbers were small. But on other parts of the mountain, people refused to put up fences. One group said, "We own concessions along these cliffs. Fences will block the view. Only a small proportion of the people who pass by fall off. If they do fall off, it's their own fault. People should have the freedom to choose where they walk."

And others said, "Yes, that's right. Besides, fences will increase the number of people who fall off the cliff because of a sense of false security. What we will do is educate people about making decisions and build more rescue stations."

So that's what they did, and the concession owners lived happily ever after. So did the educators. There were more victims at the bottom of the cliff than ever before, but they had died for freedom.

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[1] Paraphrased from Donald Faris, in *The Prevention of Alcohol Problems: Report of a Conference*, Robin Room and Susan Sheffield, eds. (Sacramento, CA: Health and Welfare Agency, Office of Alcohol Program Management, 1974).

Introduction

The *College Alcohol Risk Assessment Guide* will assist individuals and groups identify and modify risks that contribute to alcohol-related problems within college and university communities.

The *Guide* describes methods and excercises you can follow to gather and organize information about alcohol use and associated adverse consequences at institutions of higher education and within surrounding communities.

Despite general agreement among campus officials and students alike that alcohol use contributes to a range of problems confronting colleges and universities, prevention often does not command a high priority for students, faculty, and staff. Making the case for prevention can be frustrating work, posing the challenge of getting people to understand why problems occur and how they can make a difference.

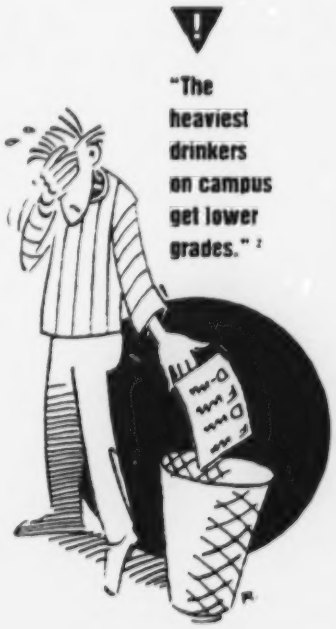
The *Guide* can help you meet that challenge. Its four goals are to:

- help you gather information on the extent of problems related to alcohol use at your college or university;
- help you understand and describe environmental factors within your campus community that promote or discourage high-risk alcohol use;
- assist you in organizing information on alcohol-related problems at your college in an intelligible way, so that you can articulate concerns and generate a prevention support network;
- prepare you for work in reducing alcohol-related problems by identifying possible issues that can stimulate prevention efforts.

What Is Prevention?

This *Guide* focuses on alcohol problem prevention, defined as *the avoidance of problems related to alcohol use, such as social disruption—including lost academic opportunities—injury, property damage, disability, disease, and premature death.*

Although problems related to the use of illicit drugs continue to challenge colleges and universities, alcohol has long been the drug of choice among college students, who drink at higher rates than their noncollege counterparts. Over 40 percent of college students—and half of the males—report binge drinking (consuming five or more drinks on a single occasion) within the prior two weeks.[1] Surveys of campus officials, students, and faculty find that alco-



"The heaviest drinkers on campus get lower grades." [2]

[1] Cheryl A. Presley, Philip W. Meilman, and Rob Lyerla, *Alcohol and Drugs on American College Campuses: Use, Consequences, and Perceptions of the Campus Environment*, Vol. 1: 1989-91 (Carbondale, IL: The Core Institute, 1993), p. 45.

[2] Lloyd D. Johnston et al., *Drug Use, Drinking, and Smoking: National Survey Results from High School, College, and Young Adult Populations, 1975-1990* (Washington, DC: National Institute on Drug Abuse, 1991), p. 9.

hol problems rank high among campus-life issues of greatest concern.[4]

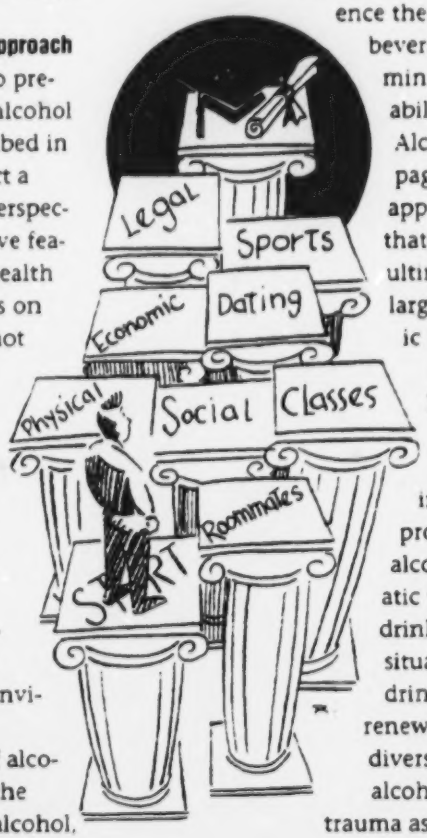
However, this focus on alcohol problems is not meant to diminish or discount problems related to other drug use. And while the *Guide* specifically addresses risks for alcohol problems, some of the approaches and exercises presented are also applicable to the prevention of other drug problems. But fundamental differences in public policies governing the sale and use of alcoholic beverages—in contrast with illicit drugs—allow for a wider range of prevention strategies.

A Public Health Approach

The strategies to prevent or reduce alcohol problems described in this *Guide* reflect a public health perspective. A distinctive feature of public health is that it focuses on communities, not individuals. A public health perspective stresses that problems arise through reciprocal relationships among an individual, a direct cause, and an environment.

In the case of alcohol problems, the direct cause is alcohol, and the environment is the social and physical context in which drinking occurs. Public health prevention strategies place particular emphasis on ways to shape the environment to reduce alcohol-related problems.

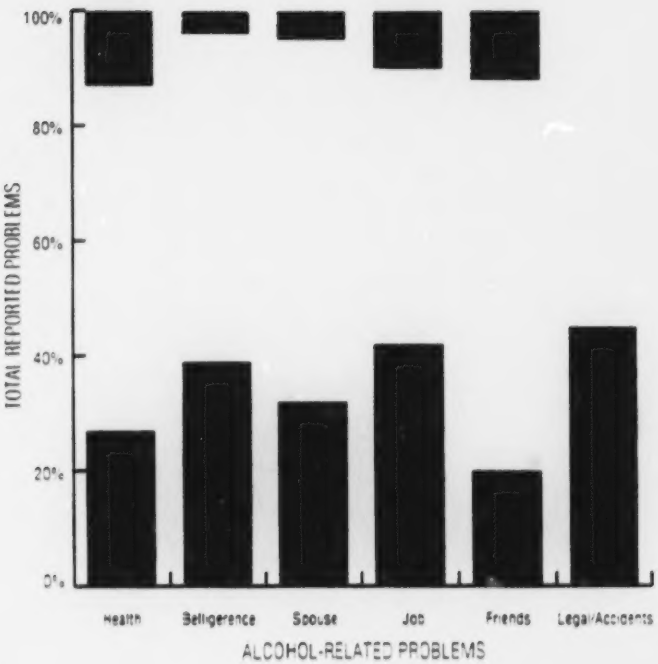
Environmental factors influencing individual drinking decisions include *how*, *where*, and *when* alcohol is made available in a given community or setting. These factors are often governed by formal and informal policies, such as customs, traditions, and norms. For example, federal and state tax policies influence the price of alcoholic beverages and help determine its economic availability (*see* The Price of Alcoholic Beverages, page 35). A public health approach acknowledges that alcohol problems are ultimately linked to the larger social and economic system.



Beginning in the 1970s, new information on the nature, magnitude, and incidence of alcohol problems showed that alcohol can be problematic when used by any drinker, depending on the situation or context of drinking.[5] There was renewed emphasis on the diverse consequences of alcohol use—particularly trauma associated with drink-

[4] The Carnegie Foundation for the Advancement of Teaching, *Campus Life: In Search of Community* (Princeton, NJ: Princeton University Press, 1990), p. 39.

[5] Dan E. Beauchamp, *Beyond Alcoholism: Alcohol and Public Health Policy* (Philadelphia: Temple University Press, 1981), pp. 152-182.



Contribution of Drinkers to Reported Problems

- Light Drinkers: less than one drink per day
- Moderate Drinkers: up to two drinks per day
- Heavy Drinkers: two or more drinks per day

Source: Clark and Midanik, 1982

ing and driving, fires, and water sports—as well as long-term health consequences.

The Prevention Paradox

We often assume that if we could just get the heaviest drinkers (generally termed alcoholics, abusers, or problem drinkers) to stop or cut back, we could eliminate or substantially reduce alcohol-related problems. The research literature doesn't support that assumption. While a small fraction of drinkers—the heaviest consumers—do account for a disproportionate amount of alcohol-related problems, this group does not account for the majority of problems. Nonheavy drinkers also experience alcohol-related problems, although certainly not at the same individual rate as heavy drinkers. However, because the number of nonheavy drinkers is very large, they account for the majority of alcohol problems.[6]

National surveys find that those categorized as heavy drinkers (defined as people consuming an average of two or more drinks per day) account for less than half of the total number of health and social problems associated with alcohol use. Thus, even if all the heaviest drinkers were to stop drinking, we would continue to experience a substantial share of society's alcohol-related problems.[7]

That's the paradox of prevention. While it seems logical to focus pre-

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[6] Mark H. Moore and Dean R. Gerstein, eds., *Alcohol and Public Policy: Beyond the Shadow of Prohibition* (Washington, DC: National Academy Press, 1981), p. 47.

[7] Walter B. Clark and Lorraine Midanik, "Alcohol Use and Alcohol Problems Among U.S. Adults: Results of the 1979 National Survey," *Alcohol and Health Monograph 1: Alcohol Consumption and Related Problems*, DHHS Publication No. (ADM) 82-1190 (Washington, DC: US GPO, 1982), pp.3-52.

vention efforts on the heaviest drinkers—those who appear to be at greatest risk for alcohol problems—to do so overlooks the source of the majority of alcohol-related problems. Research also suggests that the nature, magnitude, and incidence of alcohol-related problems in a society are mainly determined by drinking patterns within the general population. Substantial reductions in alcohol-related problems depend on altering the general consumption patterns to reduce risks associated with drinking, regardless of the individual quantities usually consumed.[8]

Many prevention programs focus almost exclusively on identification, referral, and treatment of heavy drinkers, while ignoring lighter consumers. We sometimes view these populations as mutually exclusive, and conclude that heavy drinkers are immune to messages or strategies that might get through to nonheavy drinkers. Yet research suggests that alterations in the drinking pattern of the general population reach all categories of drinkers, including the heaviest. For example, raising the minimum legal drinking age to 21, increasing the price of alcohol through excise taxes, and other restrictions on availability will reduce alcohol-related problems across the population, from light to heavy consumers.[9]

Research Basis

What do we know about preventing alcohol-related problems? Because alcohol-related problems are complex, there are no easy answers. However, findings from a body of research studies suggest that certain actions can reduce certain problems. The key to successful prevention initiatives is matching up a specific problem with actions that have been found to be successful in reducing that problem.

The approaches described in the *Guide* are based on research demonstrating that increases in alcohol availability lead to increases in alcohol consumption, which in turn lead to increases in alcohol problems[10] (*see* Alcohol in the Environment, page 35).

A complex set of cultural, social, economic, and political interactions contribute to the level of alcohol availability in a given society, community, or even neighborhood.[11]

Patterns of consumption and problems in the general population similarly vary in relation to the physical, psychosocial, and normative environment as influenced by the retail, public, and social availability of alcohol, in which individual drinking decisions occur.

In general, alcohol availability refers to the manner in which alcohol is served and sold in a given community or society. For example, if beer is priced lower than sodas during happy hour at a campus pub,

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[8] Norman Kreitman, "Alcohol Consumption and the Preventive Paradox," *British Journal of Addiction*, 81 (1986): 353-363.

[9] U.S. Department of Health and Human Services, *Seventh Special Report to the U.S. Congress on Alcohol and Health* (Rockville, MD, 1990), pp. 210-211.

[10] Moore and Gerstein, loc. cit.

[11] Harold D. Holder and Lawrence Wallack, "Contemporary Perspectives in Preventing Alcohol Problems: An Empirically Derived Model," *Journal of Public Health Policy*, 7, No. 3 (Autumn 1986): pp. 324-339.

the result is an increase in the *economic* availability of alcohol (*see* The Price of Alcoholic Beverages, page 35).

Traditional prevention efforts on college campuses have, for the most part, focused on providing individuals with information and skills to help them avoid problems. A pamphlet on alcohol use and problems distributed in student orientation packets is one example of individually-centered prevention activities. These activities focus on the *who* of alcohol problems.

After the drinking age was raised to 21, underage students at a large western university started holding large, off-campus parties on a main street near campus with a lot of rental houses. Neighborhood residents began to find more and more beer cans littering their lawns, noted an increase in neighborhood vandalism, and were often awakened by party noises. Hundreds of students roamed the streets going from party to party, causing traffic problems and other disturbances. In response to complaints, city and campus police embarked on a joint effort to enforce underage drinking laws by standing on street corners, handing out citations to offenders. Things started to change. Fewer beer cans littered the neighborhood, vandalism dropped, and police reported that calls for noise disturbances, vandalism, and drunk and disorderly conduct declined almost 30 percent. A new city ordinance requires offenders to appear in court and pay larger fines. They must also attend and pay for a university alcohol education class, which helps support the campus prevention program.

PREVENTION STRATEGIES[1]

Individual	Environmental
Behavior and behavior change	Policy and policy change
Relationship between individuals and their alcohol-related problems	Social, political, and economic context of alcohol-related problems
Short-term program development	Long-term policy development
People remain isolated and focused on self	People gain power by acting collectively
Individual as audience	Individual as advocate
Professionals make the decisions	Professionals help create avenues for citizens to develop and express their voice

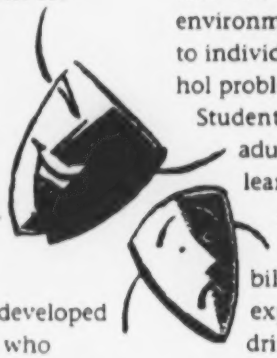
This *Guide* will help you collect information to understand and respond to the *what, where, when, why,* and *how* surrounding alcohol use and related problems. *What* are the problems at our college? *Where* and *when* do they occur? Responses to those questions help you gain a better understanding of *why* problems occur. Then you can determine *how* to make environmental changes to reduce problems.

Once you collect information, the findings can serve several purposes. Most important, information informs prevention strategies and decisions by helping you identify opportunities for intervention and environmental change. By sharing information with the larger campus community, you not only raise awareness, but also spark discussion and debate and generate interest and involvement of community members.

[1] Adapted from James F. Mosher, speech at the FIPSE New Grantee Training Institute, February 1993.

Prevention on Campus

Colleges and universities have developed a wide range of creative and innovative approaches for imparting information and raising awareness about alcohol use and problems. For example, students at many campuses use theater to get alcohol prevention messages across to their classmates.



Many campuses have developed cadres of peer educators who make presentations about alcohol awareness and problem avoidance in classrooms and at residence halls and fraternities.

Alcohol education activities are a necessary part of alcohol problem prevention efforts. However, they are insufficient—by themselves—to achieve substantial reductions in alcohol problems.[12]

Alcohol problems are matters of *public* policy and not just *individual* habits and lifestyles. It's not just a matter of the right people making the right decisions—whether to drink and when to drink and where to drink—it's more than that. It's the rules and regulations—formal as well as informal—and the environment that surrounds those decisions.

Prevention is more likely to be successful when efforts directed at altering individual behavior operate in tandem with those directed at altering the environment.

By moving away from a singular focus on strategies that tend to blame individual drinkers, we can look to broader influences in our environments that contribute both to individual and community alcohol problems.[13]

Students making the transition to adulthood often live in a learning environment that supports experimentation and limits adult responsibility. Not surprisingly, many experiment with alcohol, drink heavily, and are at high risk for alcohol-related problems.[14]

But there are new ways for colleges and universities to both examine risk levels and make changes to mitigate those risks.

How to Use This Guide

Changes in institutional environments surrounding alcohol use require the broadest involvement of those affiliated with the institution, including students, parents, staff, faculty, alumni, and members of surrounding communities. The challenge for environmental prevention is generating and sustaining coalitions committed to making changes. A staff person cannot *do it* sitting in an office.

The key to sustaining an interest in prevention is energizing new or existing campus organizations to take an interest in prevention. Sometimes linking campus efforts with prevention activities in sur-

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[12] Lawrence Wallack and Kitty Corbett, "Illicit Drug, Tobacco, and Alcohol Use," *Youth and Drugs: Society's Mixed Messages*, OSAP Prevention Monograph-6, ed. Hank Resnik (Rockville, MD: Office for Substance Abuse Prevention, 1990), pp. 5-29.

[13] James F. Mosher and David H. Jernigan, "New Directions in Alcohol Policy," *Annual Review of Public Health*, 10 (1989): 245-79.

[14] Henry Wechsler and Nancy Isaac, *Alcohol and the College Freshman: "Binge Drinking" and Associated Problems* (Washington, DC: AAA Foundation for Traffic Safety, 1991), pp. 21-25.

Everyone is in charge of prevention.
Prevention is not a program. Rather, it is an informed commitment.

Agents for prevention build relationships with others and help them refocus their activities to support prevention on campus.

rounding communities helps stimulate interest. Coordination with state and national organizations or activities can generate local interest.

At most colleges and universities, alcohol problem prevention issues are not a very high priority. Often the limited resources available are bounded by time constraints of a specific government grant. To imbue prevention values within an institution, those concerned with prevention must become brokers—that is, they become agents for issues that are important and *market* them to campus resources.

You and your group can be agents for prevention by building and sustaining relationships with others who may have an interest in the numerous social, cultural, and economic issues surrounding alcohol use in our society. You can help them refocus those interests to support prevention efforts.

This *Guide* helps you develop relationships through an information-driven process that draws the attention of campus members to those factors in your environment that contribute to alcohol-related problems.

Use the exercises in the *Guide* to expand the circle of people interested in and committed to reducing specific alcohol-related problems at your school. The exercises give people a better understanding of what problems are occurring on campus. By examining campus and community environments, they learn *where* and *when* problems occur, which in turn helps them understand *why* problems occur. If they understand the environmental factors influencing problems at their school, they then feel they know *how* to make changes to reduce those problems.

Everyone is in charge of prevention. And prevention is *not* a program. Rather, it is an informed commitment. The process described in the *Guide* gives you the information you need to generate that commitment on your campus.

Problem-Oriented Prevention

Problem-oriented prevention directs attention and action on specific consequences of alcohol use.

College administrators and students report a range of alcohol-related problems at colleges and universities. But campuses do not necessarily experience the same kind or level of alcohol-related problems, and most available information about alcohol-related problems on campus is based on national surveys (*see* sidebar).

The *Guide* includes a series of information collection exercises to help you define specific problems at your institution.

Using problem-oriented prevention, the exercises will help you understand your own culture of alcohol use and adverse consequences.

Exercises are based on *scanning, analysis, response,* and *assessment,* or the *SARA* method. *SARA* emerged as a way to support a new approach to law enforcement: community policing. It helps cops move from merely responding to incidents in an isolated manner to analyzing underlying problems and response options in collaboration with community groups.

SARA readily transfers to prevention efforts in a range of communities. For colleges and universities, it uses campus collaboration and information as a way to develop and monitor problem reduction strategies in an understandable process.

In *scanning* you look beyond immediate incidents or issues to determine if they are part of a broader problem. If so, you then engage in problem *analysis,* through the gathering of information from a wide variety of sources, to determine not only the nature and scope of the problems but also resources to help solve the problem. You are then ready to implement a *response* intended to provide long-range solutions to underlying problems. Then you *assess* whether your strategy has been successful and make any necessary changes following the same approach.

Some problems related to alcohol use reported by U.S. college students:[1]

- *Missed classes*
- *Performed poorly on a test*
- *Had hangovers*
- *Been hurt or injured*
- *Fights or arguments*
- *Trouble with authorities*
- *Damaged property*
- *Taking sexual advantage*
- *Drinking and driving*

[1] Presley, Meilman, and Lyerla, op. cit., pp. 20-24.

SARA

Scanning ➢

- Develop a campus profile
- Look around
- Have conversations
- Recruit allies

Analysis ➢

- Identify information needs
- Collect information
- Define problems

Response ➢

- Decide what to do
- Implement actions to reduce problems

Assessment

- Collect information on problem indicators
- Measure impact of responses
- Reassess priorities

Scanning

Scanning

Scanning is both the first step in understanding the nature of alcohol use and adverse consequences and a way to identify potential areas of support for prevention efforts. Scanning helps you think about your institution's environment from a risk indicator perspective.

Most problems related to alcohol use are not identified as such until they attain community visibility. Indicators of alcohol problems often go unnoticed until the problems become so severe that they can no longer be ignored. But campuses don't have to wait for a riot—like the one during Rancho Chico Days, involving students from Chico State University in California, or a tragedy like the alcohol poisoning death of a University of Florida student—to take a look at the environment to see what kinds of problems exist.

Scanning is something most of us do everyday. We walk around to get a sense of what a community is like. What are the issues for community members surrounding alcohol use and adverse consequences? We talk to people, maybe take some photographs or use a video camera to record information. What kinds of problems are we seeing out there? Where do we start?

Enlisting Allies

While one person could scan a campus, these exercises are a good way to get others involved. Scanning is easy, interesting, and even entertaining.

Group members can compare impressions and information gained through scanning to gauge preliminary agreement on problems and contributing factors. Scanning exercises can help you develop a core group of interested individuals and generate discussion on your campus by highlighting alcohol issues in the environment. Forms for the following exercises are included in Appendix A.

A picture is worth a thousand words. Recruit student photographers and cinematographers to document the environment. Pictures or videos of on- and off-campus alcohol outlets, social events, billboards, and other activities can describe eloquently the alcohol environment on your campus. Use photos and videos to raise environmental issues and generate campus dialogue about environmental messages.

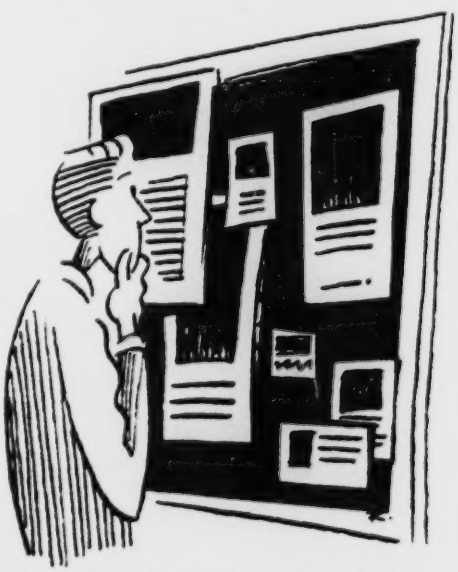
Look around and talk to people.

- **Scanning Exercise A-1** helps you develop a quick profile of your campus to highlight environmental factors that may be contributing to alcohol use and adverse consequences. You and members of your group note your impressions and opinions at your institution. This excercise helps initiate discussion and generate interest in prevention.
- **Scanning Exercise A-2** gets your group out and about on your campus and in surrounding communities to look for problem indicators. You record what you see when looking at your campus and community and compare your impressions with others in your group.

Once you and your group have developed some impressions of problems related to alcohol use at your school, a simple way to find out what other people think is to talk with them. Not only will conversations help you confirm or negate your impressions, they will also help you identify potential allies and opponents, as well as resources for prevention efforts.

- **Scanning Exercise A-3** lists those on campus who are both potential allies and sources of information. Talk to some or all of these people.

For some conversations, you might want to make an appointment. Other conversations might be more informal, such as at receptions, around a cafeteria table, or in student lounges. While you want to get opinions about issues that you and your group think are important, be attentive for other issues raised. You don't always need to talk to the person in charge. Those in the so-called trenches of campus life can often provide valuable insights into alcohol use and adverse consequences.



Students complain that there is nothing to do when not studying or in class, and cite boredom and stress as reasons for drinking. One way to determine opportunities for socializing is through a quick scan of the campus newspaper and bulletin boards to see what types of activities are advertised and promoted. Things to look for are activities that are alcohol-related, such as "student night" drink specials at local taverns, and those that are not, such as concerts, film festivals, or sports activities. Are students' perceptions of the campus environment correct? Is more information needed before changes can occur?

Make it easy: Ask residence hall advisors to place one check mark (✓) for an incident report if the perpetrator had been drinking, two check marks (✓✓) if the victim had been drinking. Three check marks (✓✓✓) signify that both had been drinking.

It's important to talk to a variety of people on campus. You want to get a representative picture of widely held values on your campus regarding alcohol use and measures to reduce problems. Go where students congregate and talk to them at random. Scanning doesn't have to be overly formal.

Use conversations to identify existing campus information resources on alcohol-related problems and to encourage others to get involved with your group.

For example, residence life advisors at one college kept routine records of incidents, such as rowdy behavior and curfew violations. While many problems were alcohol-related, it wasn't mentioned unless the incident was directly related to drinking. Minor changes in the way incidents were recorded resulted in a clearer understanding of the role of alcohol in residence hall problems, suggesting points for intervention.

You may find that others who collect campus information—such as campus security and health services—can make small changes in the way they record information that will help your efforts.

Information gained from scanning exercises serves multiple purposes. You and your group can:

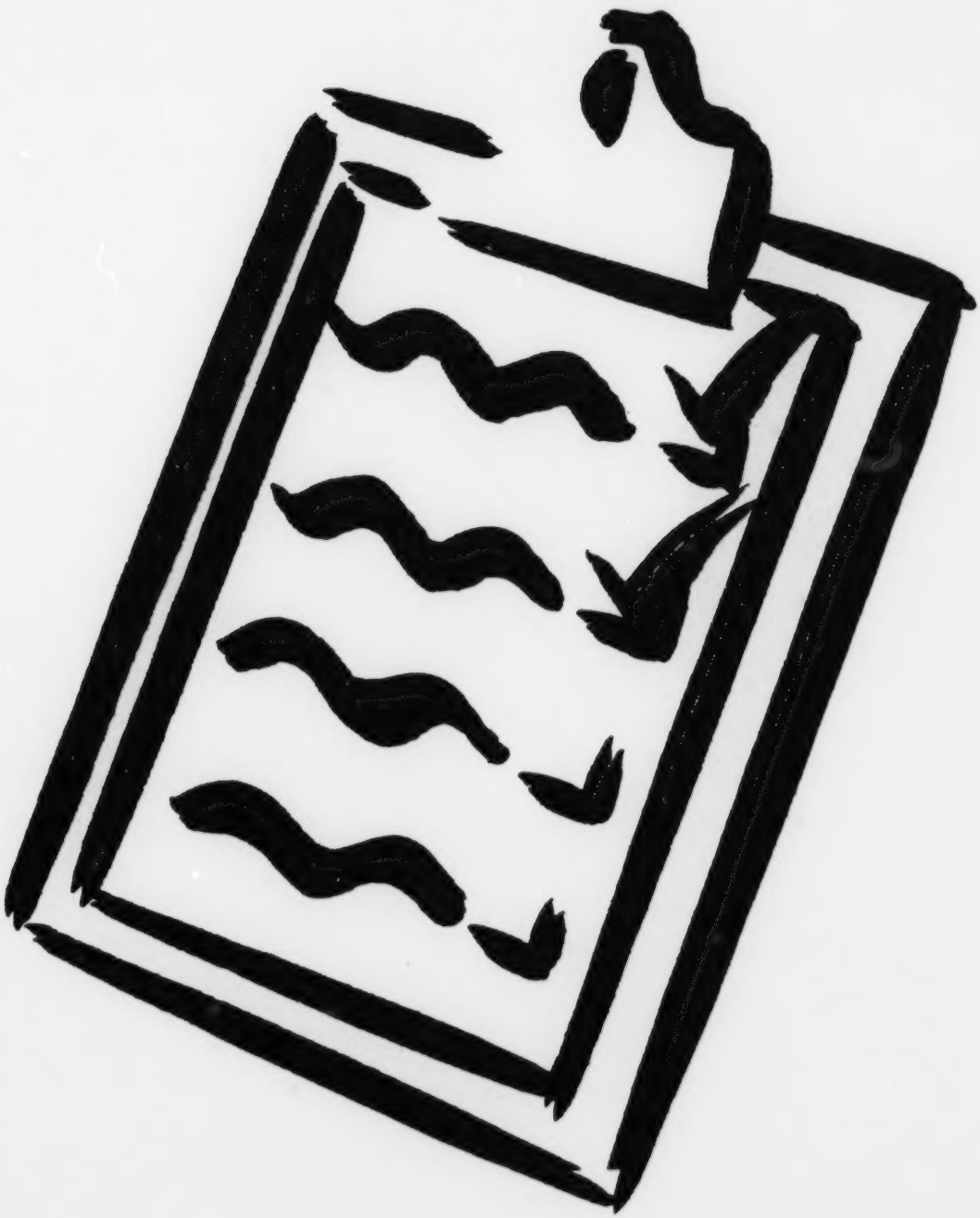
- identify specific problems on your campus;
- discover high-risk drinking environments on your campus and in your community;
- enlist new allies by using information to establish relationships with a cadre of students, faculty, and campus officials; and
- stimulate informed consideration of problems and contributing environmental factors on campus.

However scanning usually doesn't provide you with enough information to understand fully the nature of the problems. Further analysis is often necessary for your campus to agree on problem definition. Scanning helps narrow the field of interest by directing your attention to important issues on your campus.

What's the message?

CLUB
B.C.
THURSDAY
COLLEGE NIGHT • 50¢ WELL DRINKS
8-9 pm $1 Well Drinks & Domestic Bottled Beer 9-10 pm
$2 U Call it 10 pm midnight & 1/2 off Cover w/Student ID
FRIDAY & SATURDAY
THE WEEKEND EVOLVES!
Fri - No Cover Till 8 pm • Doors Open at 7 pm
Sat - Doors Open at 8 pm
SUNDAY
INDUSTRIAL UNDERWEAR LIVE
$1 Well Drinks 9-10 pm • $1 Jack Daniels All Night
$2 Domestic Bottled Beer All Night • Doors Open at 9 pm
TUESDAY
MOLTING METAL LIVE
$1 Domestic Bottled Beer • $1 Jack Daniels Shooters • $2 Long Island Iced Teas
$2 Domestic Bottled Beer All Night • Doors Open at 9 pm
WEDNESDAY
LIVE DJ & LOCAL BANDS
BEACHED WHALES PLAY LIVE!
$1 Drinks • Free Pool and Cover Charge All Night Long
Plenty of Parking • Pool Tables • What a Dance Floor!
Downtown at 5th and B Street

Analysis



Analysis

The goal of analysis is to collect accurate information on indicators of problems related to alcohol use. Indicators are measures of the nature, magnitude, or incidence of problems. Surveys of campus populations are a common way to collect problem information. Other methods are less traditional.

For example, counting the number of reported incidents of underage drinking in residence halls is one way to measure the magnitude of underage drinking on your campus.

Another indicator of underage drinking is the number of beer cans discarded in trash bins at a residence hall for first-year students. Counting beer cans on different days can tell you when drinking occurs.

A structured way to collect and report indicators of alcohol problems helps you develop an accurate profile of your campus. Accuracy is especially valued in academic settings. For example, scanning may lead you to think that cheap drink promotions at local bars contribute to drinking and driving. Skeptics might wonder if drinking and driving is really a problem. How do we know cheap drinks are at fault? Problem analysis produces credible support for prevention initiatives.

Analysis differs from scanning in that it is more structured, or formal, and it can both be replicated and withstand scrutiny. Scanning gives you impressions. Analysis gets you information.

Information gained from formal and informal surveys of students, faculty, and staff, and from other sources helps you define specific problems.

Other sources of information to help you understand alcohol-related problems include: drinking and driving statistics, campus and emer-

Garbology is like archeology. Trash and litter are physical evidence of human activities. Garbage and litter indicate what people are drinking, and where and when drinking occurs.

Does your school do yearly quality-of-life surveys? *Check to see if responses include problem indicators.*

Does your school conduct exit surveys or interviews with graduates or with those who leave before graduation?

gency room injury reports, and reports of disorderly conduct and public intoxication incidents and arrests.

Information also helps generate campus agreement on the definition in order to begin responding to problems.

Information that you collect during problem analysis becomes baseline data. This gives you a way to monitor changes in problems over time and to assess the impact of prevention activities. Student, faculty, and staff participation in this process is indispensable for gaining credibility for prevention measures.

Disaggregate Problems

Disaggregating problems means separating them into specific components. Disaggregating helps clarify why problems occur; then you can fashion specific prevention strategies and generate community support for change.

For example, alcohol use, especially binge drinking, is a problem at colleges and universities. Binge drinking is a behavior with a high risk for adverse consequences, from social disruption and vandalism to academic failure and injury (*What's* the problem?). It is also a behavior influenced by environmental factors (*Where* and *when* does it occur?).

Disaggregating problems helps you identify specific problems. Analysis helps organize information in order to understand contexts of binge drinking and associated adverse consequences (*Why* do problems occur?). You can then formulate responses to alter environments to reduce risks and ultimately change behavior (*How* can we make changes?).

Impressions into Definitions

Analysis helps you translate scanning impressions into problem definitions. Analysis doesn't always confirm initial impressions. For example, cheap drink promotions may have little to do with drinking and driving problems. Analysis may determine that drinking and driving is not a big problem at your campus.

Perhaps public records on drinking and driving find low rates of arrests for students, or observation at the tavern finds that students and the owner embrace the designated driver concept. Students may report low levels of drinking and driving in campus surveys. Maybe cheap drink promotions contribute to other problems such as public drunkenness. Use analysis to get a better grasp of problems, not to prove your case beyond a shadow of a doubt.

Appendix B includes an analysis exercise to assist you in determining what information you need on your campus to identify and analyze problems.

Once you have identified the important information needs for your campus, you can begin to collect that information. As some information may be readily available, it may be merely a matter of establishing a relationship with the person, or office, collecting the information so that you can routinely get copies of reports.

Sometimes it takes time to develop those relationships. Some colleges are reluctant to release information for fear that making problems public will harm their reputation. One way to alleviate those fears is to invite those who are the sources of information to be a part of your efforts. They then can be assured that information will be presented accurately, within the context of efforts to reduce problems, and in a manner consistent with the welfare of the institution.

If information necessary to support your efforts is not currently available, you will have to collect it. However, collecting information can sometimes be problematic. Some see the time and effort of collecting information as unnecessary because we think that we already know what the answers are. Others are anxious to do something right away. The challenge is to identify ways to collect needed information in an expedient and cost-efficient

Collect information.
Establish relationships with people who can help collect information.

manner that can also withstand academic scrutiny.

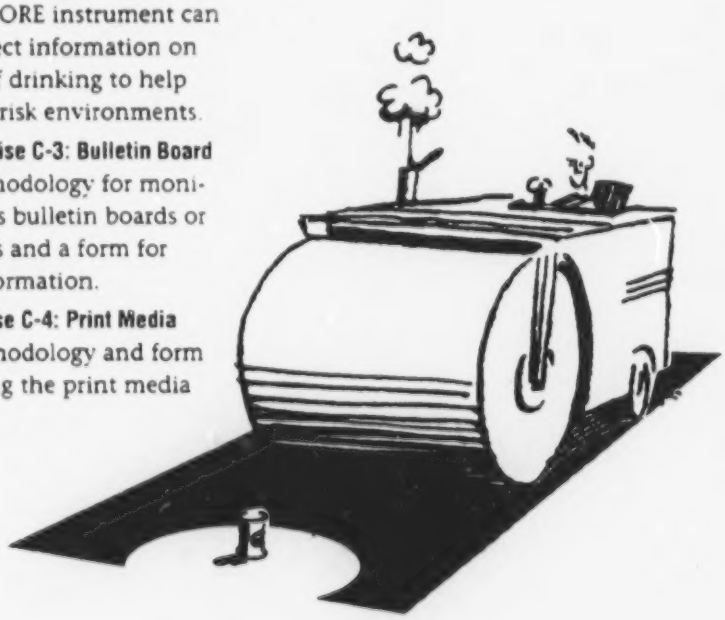
Appendix C provides information collection forms to assist in your analysis of problems. Each form is designed for ready reproduction. The forms include:

- **Analysis Excercise C-1: CORE Instrument** Many institutions with prevention grants from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education use this instrument to collect information on the nature and extent of student alcohol use and other drug use and adverse consequences. The benefit in using a national survey is comparability with national information.
- **Analysis Excercise C-2: Drinking Context Survey** A companion questionnaire to the CORE instrument can help you collect information on the context of drinking to help identify high-risk environments.
- **Analysis Excercise C-3: Bulletin Board Survey** A methodology for monitoring campus bulletin boards or posting kiosks and a form for recording information.
- **Analsis Excercise C-4: Print Media Survey** A methodology and form for monitoring the print media on campus.
- **Analysis Excercise C-5: Radio Survey** A methodology for monitoring alcohol messages and ads on radio stations that target student audiences.
- **Analysis Excercise C-6: Price Survey** Use this form to collect local pricing information for alcoholic and nonalcoholic beverages at both on- and off-campus alcohol outlets.

Analysis provides you with information you need to understand environmental influences on alcohol use and adverse consequences on your campus. Use this information to formulate prevention strategies aimed at altering environments to reduce risks associated with drinking on your campus.

Alcohol availability is affected by:

- **Price**
- **Product**
- **Place**
- **Promotion**



Response

Response

Through scanning and analysis, you have identified environmental risk factors for your campus. Environmental risks will, naturally, vary from institution to institution. However, you now have a better idea of campus and community environments surrounding alcohol use and how environmental factors contribute to adverse consequences for all campus members. This information helps you identify specific responses aimed at altering the environment to reduce risks and, ultimately, problems.

The relationships cultivated with people during scanning and analysis are important for reaching agreement on prevention responses. Environmental change requires some agreement within the campus community that change is necessary. Agreement in this case means:

- an acceptance that identified problems are, in fact problems;
- a common understanding of the level of problems; and
- a consensus that identified risk indicators are associated with alcohol-related problems.

Without that agreement, environmental measures may face opposition or have unintended consequences that increase problems rather than reduce them. However, disagreement is not always a problem. It can lead to discussion and debate, which in turn can lead to action on a campus (*see* Creating Controversy and Public Chatter, page 44).

At one Midwestern university a policy to reduce alcohol problems by eliminating kegs at fraternity parties prompted one fraternity to arrange for a tanker truck to deliver beer to the fraternity house. Fraternity members complied with the letter of the policy, but they also created a high-risk drinking environment.[17]

[17] Larrissa MacFarquhar, Daniel Rabosh, and Louis Theroux, "The Search for Intelligent Life in the University," *Spy* (October 1993): 33.

When a new public university opened its somewhat isolated campus to undergraduates in the mid-1960s, a tradition of holding regular TGIF (Thank Goodness It's Friday) keg parties to promote student socialization began. The student government used student fees to purchase kegs of beer and hire bands to play on a grassy mound in the center of campus. As the school grew, so did problems associated with the TGIFs, including underage drinking, property damage, public drunkenness, and disorderly conduct, often for several hours after the event as students and off-campus visitors continued to party at the campus pub or in residence halls. Campus police took the lead in documenting problems and pushing for greater controls at TGIFs. Changes implemented over the years included colored wrist bands to distinguish students over 21, smaller cup size, limit of two servings per event, and greater controls to limit attendance by uninvited off-campus visitors. Campus police reported fewer problems as a result of these environmental changes.

Because environmental factors contributing to problems are complex and occur within the broader social, cultural, physical, and economic environment, responses to reduce problems must take into account the broader implications of any change implemented and whether it gives students mixed messages.

For example, policies to eliminate alcohol in residence halls have pushed drinking off campus in some places, which raises concerns about drinking and driving. At one western university, party planners arranged for sober drivers and minivans to transport students to and from off-campus parties to reduce the risk of drinking and driving. When vans returned groups of intoxicated passengers back to campus, security personnel had to contend with drunk pedestrians navigating toward residence halls, some of whom passed out in bushes along the way.

Some people view activities to reduce alcohol-related problems through controls on alcohol availability as neo-prohibitionist. If they perceive themselves to be the target of those activities, they often dismiss them out-of-hand. By promoting wide participation in response development from the campus community, *SARA* reinforces a shared responsibility for a campus environment that *reduces* the risks associated with alcohol use.

Informed Responses

Information guides response development. Current research findings and experiences help you identify responses that have been successful in reducing similar problems at other colleges and universities and communities. Your campus chooses response options within the context

of real-world information and decision making.

The U.S. Department of Education's *Higher Education Center for Alcohol and Other Drug Prevention* (*see* Appendix D) can help you identify resources for developing responses on your campus.

Students, faculty, and staff play an important role in selecting prevention measures. This planning and action process depends on problem identification and common definitions to establish the interventions.

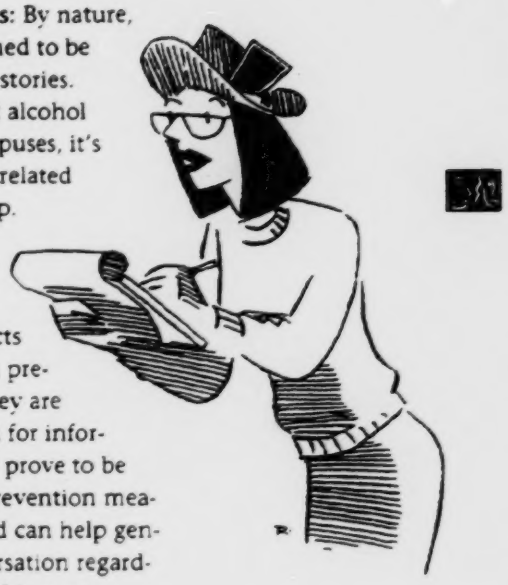
Getting Campus Involvement

Research is at the heart of academic life. By virtue of their participation in academic life, students and faculty share an interest in learning. The challenge for those concerned with prevention is how to channel that natural inquisitiveness into activities to support alcohol problem identification and reduction.

The idea is to identify people who are more likely to pay attention to indicators of problems or environmental influences—the campus stakeholders for prevention. For some on campus it's part of their job. For example, campus police officers are charged with maintaining safety on campus and are on the lookout for potential problems.

Potential Allies

- **Student activity directors and planners:** Whether they be campus officials or students, those charged with helping student groups develop campus activities are concerned that those activities are safe and enjoyable. Successful and well-attended activities must match prevailing interests.
- **Student journalists:** By nature, journalists are trained to be on the lookout for stories. Given the role that alcohol plays on most campuses, it's likely that alcohol-related stories will come up. Students trained as investigative reporters are especially good prospects for involvement in prevention efforts. They are more likely to look for information that might prove to be controversial, as prevention measures often are, and can help generate public conversation regarding campus alcohol issues.



- **Economics, sociology, anthropology, and political science students and faculty:** Alcohol use, related problems, and prevention measures in our society are influenced by many of the factors studied in these fields. Social science students and faculty members often have academic interests that can support campus prevention efforts. Their training in observing human behavior within specific contexts can add credibility to information collected through scanning and analysis. For example, an economics class could take on an annual survey of alcoholic beverage prices in relationship to the price of other goods and services for students.
- **Marketing and communications students and faculty:** Because the environments surrounding drinking decisions and behavior on any particular campus are heavily influenced by the media and communications messages on that

campus, those trained in understanding and formulating those messages are potential allies for prevention measures.

- **Health sciences students, faculty, and professionals:** Health sciences, especially public health, is a natural constituency to engage in prevention. Those working in campus health services, where prevention programs are often housed, are also potential resources.
- **Residence life advisors:** Because they live in close proximity to students, and are often students themselves, residence life advisors are good sources of information. They are more likely to know about the social scene for students, especially those activities that are not officially sanctioned by the college, such as off-campus hotel parties. They can also spot environmental clues such as alcohol container litter, flyers and posters promoting alcohol-related events, or even patterns of student hangovers. Residence life advisors also hear about student problems, and often those problems, such as date rape, academic problems, or financial problems are related to alcohol use.

Organizing Strategies

The diversity of colleges and universities means that strategies for recruiting allies will differ for each campus. For example, students and faculty in a political science department at one college may be activists, sparking controversy and debate on a range of issues affecting campus life. On another campus the voices of change may emanate from the campus newspaper. On yet another, it may come from student body officials.

The hard part of getting started is making your issues their issues—that is, enlisting the interest and

At Chico State University, the principal voice for prevention was its then president Robin Wilson, PhD, who took the lead in making environmental changes. He was both a scanner and an analyst. When he saw that alcohol use was causing problems, he gathered national and local information to develop prevention activities on his campus.

For example, when he discovered that student attendance lagged on Friday mornings and that Thursday night had become a big party night, he asked the faculty to schedule quizzes and exams on Friday mornings.[8]

[8] "Better Times at Chico State," *Prevention File: Alcohol, Tobacco, and Other Drugs*, 5, No.4 (Fall 1990): 13-16.

support of campus community members. The traditional approach is to set up a task force, with members drawn from the usual sources: health and counseling services, student life, campus police, students themselves, and the designated prevention coordinator.

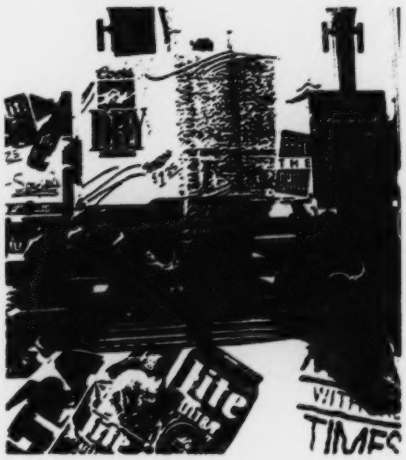
In fact, 78 percent of campuses responding to the 1991 College Alcohol Survey[19] have a task force or committee that focuses on alcohol education and prevention. That's up from 37 percent in 1979. And 98 percent of campuses have an alcohol education and prevention effort, perhaps spurred by the requirements of federal law under the Drug-Free Schools and Community Act.[20]

The danger in relying on task forces and committees to drive prevention initiatives is that they are often creations of campus officials, with limited student involvement in the formulation of the group's mission. Sometimes this results in an *us versus them* conflict that undermines a collaborative approach to problem reduction.

Recruiting Stakeholders

One of the most important elements of prevention is participation—getting people to participate and to feel confident about their ability to change their environment. Prevention is not about just giving people a message, it is also about providing a means for people to become visible and gain a voice in their community.

Generating interest in environmental prevention efforts may be less contentious when the targets are problematic environments—unhealthy and unsafe policies and practices—rather than individuals. People can take specific action to moderate those environments and reduce risks for all community members.



Target environments, not individuals.

But environmental prevention strategies also challenge the status quo. You may face opposition from those on your campus or in your community with an interest in keeping things the same. The key is to promote mechanisms for broad participation in problem definition, to demonstrate how alcohol use contributes to a range of problems affecting campus life, and to demonstrate positive ways community members can work together to alter environmental factors that contribute to problems.

[19] David S. Anderson and George Pressly, *The College Alcohol Survey* (Virginia: George Mason University, 1991).

[20] Drug-Free Schools Act of 1989 (PL99-498, Sect. 487, A10).

Make your first activity

- **Immediate**
- **Do-able**
- **Achievable**

Challenges

One of the challenges on college campuses is that the students may not be as apparently interested in alcohol issues as campus officials. Issues that students care about are academics, looking good, fitness, nutrition, and relationships. When students define their issues or concerns you can show how they may relate to alcohol use. For example, sexually transmitted diseases and low academic performance are issues that readily link with alcohol and the environment surrounding alcohol use.[3]

Institutional loyalty may pose another challenge for problem-oriented prevention. Because this approach requires you to understand and focus on specific problems at your school, you may encounter resistance from some who see your efforts as negative, with the potential for doing more harm than good for the institution. Broad participation in prevention from the outset is important. Clearly articulate your motives to those who may resist public discussion of problems and engage their support.

SARA can reduce the risks for opposition to prevention because it helps you present information to define specific problems at your campus within the context of specific actions that can be taken to reduce problems. Your message is optimistic: changes to reduce the risks for problems are achievable. Your process is inclusive: everyone has a role in prevention.

Immediate, Do-able, Achievable

Most colleges and universities experience a range of alcohol problems—and they didn't happen overnight. Nevertheless, you may feel pressure to solve those problems in a short time period, and demonstrate that your actions worked. It's not an easy task for problems that are often complex and ingrained in the campus culture.

Nothing breeds success like success. In developing responses you are better off, initially, selecting those activities that focus on a specific problem and that are *immediate, do-able,* and *achievable.*

For example, your campus might experience problems around festival drinking. Certain times of the year or events, such as orientation week, Halloween, Homecoming, Winterfest, Valentine's Day, or the end of finals week, may be occasions at your campus for high-risk drinking and problems. Rather than mounting activities to change these events, you can, instead, choose one where you think you can make a difference. Your success in one area lends credibility to your overall efforts and provides the groundwork for environmental changes at other events in the future.

The following section summarizes the research basis for environmental prevention strategies and includes a range of intervention points aimed at environmental changes to affect the *where, when, why,* and *how* of alcohol use and reduce adverse consequences. This list is by no means exhaustive. You will find additional,

[3] "Let Students Define the Issues." *Prevention File: Alcohol, Tobacco, and Other Drugs.* 7, No. 1 (Winter 1992): 18-19

and more detailed, information on these and other environmental strategies in the resources listed in Appendix D.

Alcohol in the Environment

The ready availability of alcohol leads to increases in consumption and adverse consequences.[22] This research finding tells us that social, economic, and physical factors governing how alcohol is promoted, served, and sold can contribute to adverse consequences related to alcohol use in any community.

Research also tells us that there are specific environmental actions we can take to reduce risks for a range of alcohol-related problems. Environmental strategies focus on altering how alcohol is promoted, served, and sold in order to moderate high-risk consumption and reduce problems.

The following research-based strategies have shown promise in both altering the environment surrounding use and reducing alcohol-related problems in various communities, including colleges and universities.

The Price of Alcoholic Beverages

Alcohol is a price-elastic product, especially for young people, who usually have limited discretionary income. Cost plays a role in decisions to purchase alcohol. Research studies have shown that increases in alcohol prices can result in decreases in consumption levels, especially for young people.[23,24] Decreases in consumption levels result in decreases in the risk of adverse consequences.

Colleges and universities have a number of opportunities to influence the price of alcoholic beverages, both on and off campus.

Most colleges and universities have some degree of control or influence over on-campus alcohol outlets. Sometimes that control can be as formal as owning and operating the outlet or negotiating a lease or contract with the outlet operator. One way to use price as a preven-

Increased availability leads to Increased consumption and Increased problems

The police department at one central California university learned that pizzas delivered to campus by a local pizzeria included a leaflet touting *Order pizza and beer, free delivery to residence halls.* As virtually all on-campus residents were under 21, the police department informed the pizzeria that if the promotions continued, the practice would be reported to the State Alcoholic Beverage Control department. The leaflets stopped.

[22] Phillip J. Cook and Michael J. Moore, "Violence Reduction Through Restrictions on Alcohol Availability," *Alcohol Health and Research World*, 17, No. 2 (1993): 151-161.

[23] Philip J. Cook and Michael J. Moore, "Taxation of Alcoholic Beverages," in M. Hilton and G. Bloss (eds.) *Economic Research on the Prevention of Alcohol-Related Problems* (Rockville, MD: National Institute of Alcohol Abuse and Alcoholism, Research Monograph 25, 1993), pp. 33-38.

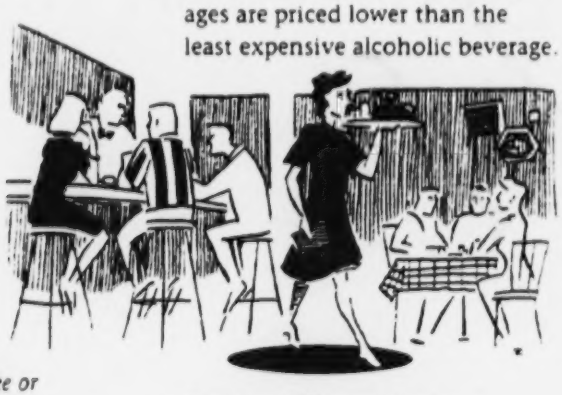
[24] Michael Grossman et al., "Price Sensitivity of Alcoholic Beverages in the United States: Youth Alcohol Consumption," *Control Issues in Alcohol Abuse Prevention: Strategies for States and Communities*, ed. H.D. Holder (Greenwich, CN: JAI Press, 1987), pp. 169-178.

BEST COPY AVAILABLE

tion strategy includes restrictions on discounts for alcoholic beverages—such has happy hours, two-for-one specials—and "all you can drink for a fixed price" promotions.

Another approach is to make sure that alcoholic beverages are at least as expensive, if not more expensive, than nonalcoholic beverages. The idea is to base individual decisions to purchase alcohol on something other than price. The Campus Alcohol Policies and Education Program (CAPE)[24] recommends the following pricing policies for on-campus outlets:

- Establish an alcohol base price at parity with off-campus prices.
- Ensure that nonalcoholic beverages are priced lower than the least expensive alcoholic beverage.



- Develop differential pricing according to alcohol content (that is, charge less for low-alcohol alternatives).
- Ensure that complete price lists are available to allow patrons to understand the price differential between regular alcohol, low-alcohol, and nonalcoholic beverages.

An increase in alcohol prices moderates the drinking habits of both youth and adults.[25]

Increase the price of alcohol.
Do not permit free or inexpensive drinks on campus. Urge bars around campus not to compete on the basis of lower price. Charge a nickle-a-drink tax on each drink served on campus and use the money for prevention.

Another way to keep alcoholic beverage prices higher than nonalcoholic beverages, and support prevention efforts is to tax alcohol sold on campus by assessing a modest surcharge, such as a nickel-a-drink. Revenue from the surcharge could be earmarked to support prevention efforts or to underwrite safe and sober social and recreational activities.

Off-campus alcohol outlets include bars, restaurants, and taverns that sell alcoholic beverages for consumption on-site, as well as grocers, liquor stores, and other retailers selling alcoholic beverages for consumption off-site.

Some alcohol outlets in college and university communities market directly to the campus community, often using price reductions to entice patrons to their establishments. Your group might urge alcohol outlets in the campus area not to compete on the basis of lower price.

You and your group can also work with local governments and regulatory agencies—including alcohol control boards—regarding alcohol outlets that target students with price reductions or other promotional practices.

Serve Alcohol Responsibly

Responsible beverage service, or RBS, is an environmental prevention strategy promoting ways to satisfy the needs of social guests or patrons in commercial establishments while providing a safe and comfortable environment.

[24] Michael Grossman, "The Economic Analysis of Addictive Behavior," in M. Hilton, and G. Bloss (eds.), *Economic Research on the Prevention of Alcohol-Related Problems* (Rockville, MD: National Institute of Alcohol Abuse and Alcoholism, Research Monograph 25, 1993), pp. 91-123.

[25] David Hart et al; *Campus Alcohol Policies and Education (CAPE): A Program Implementation Manual* (Toronto, Canada: Addiction Research Foundation of Ontario, 1986), pp. 27-30.

The first question to consider is whether alcohol belongs at all at an event or in a particular setting or environment. If the answer is yes, then you can do a number of things to reduce the risk for problems.

The Responsible Hospitality Institute, a California-based program that advises community groups, lists the following practices to promote a healthy and safe environment for the benefit of all:[1]

- Provide low-alcohol and nonalcoholic beverages whenever alcoholic beverages are sold or served.
- Whenever possible provide foods that help prevent intoxication when alcoholic beverages are sold or served, and encourage their consumption.
- Encourage the creation of an atmosphere that promotes group social interaction among men and women of all ages, and provide activities other than drinking.
- Encourage increased awareness of the risk involved with the consumption of alcoholic beverages in association with activities and situations that might result in harm, injury, or death—such as when driving, in conjunction with sports, when operating machinery, and when underage.
- Discourage intoxication and do not serve an intoxicated person.
- Provide proper supervision of activities with people who are properly trained and informed on how to maintain control over the environment, and encourage responsible drinking decisions by all guests.
- Comply with all social and legal obligations for the appropriate consumption of alcoholic beverages, including not permitting service to or consumption by those under the age of 21 and not permitting service to or consumption by an intoxicated person.

Stanford University's responsible hospitality program recruits stu-

For over two years University of Redlands students have sponsored a 9 pm to 1 am friday night all-campus entertainment program at the Student Center. Initially funded by the campus administration as a pilot, the program now receives an annual student government allocation. Entertainment selection and development rotates among student groups. Attendance is a minimum 200 per week. A campus spokesperson says consistency is the key (every Friday). Since the program began, student disciplinary actions have dropped by 50 percent on Friday night—traditionally the biggest problem night at the school—although slight increases have been recorded on Thursday and Saturday nights.

[1] *Responsible Hospitality Council Community Covenant* (Scotts Valley, CA: Responsible Hospitality Institute, 1990).

dents to teach their classmates how to have more successful parties, both with and without alcohol. The idea is to be more creative in choosing party themes, entertainment, decorations, food, and beverages. Students learn from each other that parties can be safe and responsible, even parties where alcohol is available.[25]

To help plan more creative parties, Stanford also held an Event Planning Faire. Designed primarily for student social chairs and party planners, the Faire included a trade show where about 30 local businesses—such as disc jockeys, Karaoke equipment suppliers, caterers, florists, party supply companies, and formal wear stores—promoted their services. For additional information on the Stanford project, see Appendix D.

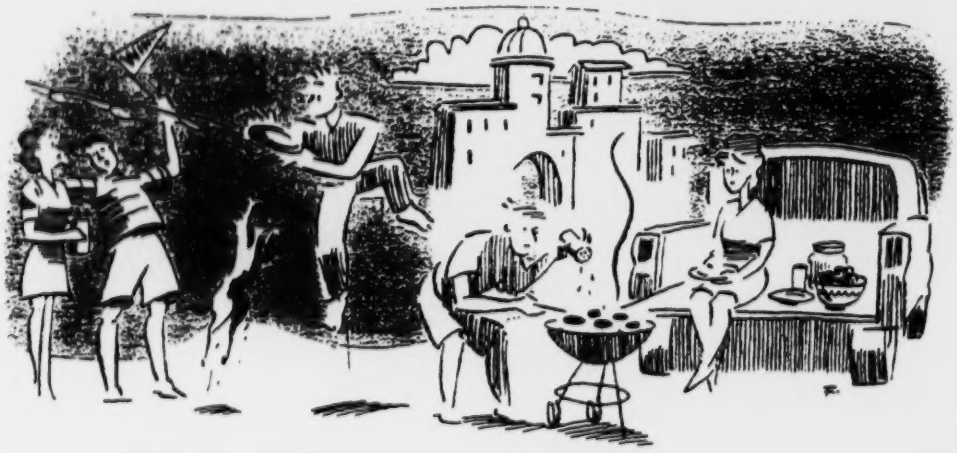
Create realistic, popular, affordable, and timely alternative recreational activities.
Keep campus swimming pools, basketball courts, movie theaters, and libraries open after midnight.

Control Access

Controlling physical access to alcoholic beverages is another strategy aimed at altering the environment. Policies limiting the amount of alcoholic beverages allowed at parties or events is one way to control access to alcohol. Other strategies include limits on the hours of sale at on-campus outlets or designing procedures to prevent alcohol service to underage drinkers, such as color coded wrist bands.

Colleges have attempted different approaches to control access to alcohol. Some colleges have restricted or eliminated keg parties to control the amount of alcohol available at parties. Others, like Rutgers University, allow only kegs as part of registered on-campus social events. The reasoning behind this approach is that it is more difficult to smuggle kegs into residence halls, and once the keg is empty no more beer is available.

Still other campuses are dry. They do not permit any sale or service of alcoholic beverages on campus. Some dry campuses have been dry as a long-standing tradition, or as the result of their charters. Others adopted this approach as a result of problems or in response to liability or legal concerns.



[25] "Stanford's New Way to Party...Safely," *Prevention File: Alcohol, Tobacco, and Other Drugs*, 8, No. 3 (Summer 1993) pp. 17-20.

Leisure Activities

A popular environmental strategy on some campuses is promoting safe and sober leisure time activities. Usually this means no alcoholic beverages are available. Surveys of students find that many would prefer alcohol-free environments if they were available.[29]

Does your campus provide opportunities to do something entirely different at times when drinking might otherwise occur?

Break-Away is an alternative Spring Break program that matches students with communities to work on public service projects.[30]

San Diego State University's Midnight Run attracts runners and walkers for a late night athletic event. Some campuses have expanded hours for on-campus recreational facilities, such as gymnasiums and swimming pools.

Still another approach to safe and sober activities is to shift the focus from drinking to other activities at social events. Stanford's Ultimate Tailgate Party included contests, gyroscope rides, and games to shift emphasis away from drinking.

Some campuses have designed alternative environments. Alcohol-free pubs that look like campus taverns and are open the same hours as alcohol outlets are springing up. Other campuses have opened coffee houses to provide attractive environments for socializing during late-night hours.

Media and Communication

Messages about alcohol use, from national advertising and promotional campaigns by the big beer producers to articles on alcohol issues in campus newspapers, influence the environment surrounding alcohol use and individual drinking decisions.

The media and communication environment on campus also influences perceptions about the role of drinking in college life. Research on student perceptions of alcohol and other drug use by their peers consistently find that students overestimate both the number of heavy drinkers and the acceptance of drunken behavior on their campuses.[31]

There is 20 times more alcohol advertising than book advertising in college newspapers.[32]

Campus media and communication channels range from the formal channels of on- and off-campus newspapers, radio, and television broadcasts to the informal word-of-mouth communications that reflect campus norms and values.

The message environment surrounding alcohol use and drinking at most campuses is influenced enormously by the marketing and promotional activities of the alcoholic beverage industry, from mass media marketing activities of the beer producers to flyers posted on campus

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[29] Presley, Meilman, and Lyerla, op. cit., p. 65.

[30] "Students Break Away from Spring Break," *Prevention File: Alcohol, Tobacco, and Other Drugs*, 8, No. 4 (Fall 1993): 18-20.

[31] H. Wesley Perkins and Alan D. Berkowitz, "Perceiving the Community Norms of Alcohol Use Among Students: Some Research Implications for Campus Alcohol Education Programming," *International Journal of the Addictions*, 21, No. 9-10 (1986): 961-976.

[32] Warren Breed, Lawrence Wallack, and Joel W. Grube, "Alcohol Advertising in College Newspapers: A Seven Year Follow-Up," *Journal of American College Health*, 38 (1992): 255-262.

About 35% of all college newspaper advertising revenue is from alcohol advertising.[32]

College students spend more money for booze than books.

kiosks touting college night drink specials at local bars and taverns.

In the face of such an onslaught of well-financed, pro-alcohol messages, you may feel that altering the media and communication environment is a daunting task. However, there are a number of ways you can begin to level the intellectual playing field by using campus and community media and communication channels to support prevention messages.

For example, students at one university wrote letters to the campus newspaper questioning alcohol industry underwriting of Alcohol Awareness Week and the mixed messages of so-called prevention materials sporting the slogan *Drink Safely*. Student groups decided not to participate in Alcohol Awareness Week activities and mounted independent prevention activities.

In 1989, students at the University of Wisconsin at Madison threatened to boycott Miller Beer to protest the brewer's Spring Break college newspaper promotional insert, *Beachin' Times*. Students complained that the ad was insulting, puerile, and sexist. The insert appeared in campus newspapers at 54 colleges. The student protest received national news coverage, and Miller canceled its promotional campaign.[34]

Strategies to alter the media and communication environment range from policies controlling the advertising and promotional activities of the alcoholic beverage industry to counteradvertising campaigns providing a countervailing voice to pro-drinking messages.

A media campaign at the University of Northern Illinois was successful in changing student misperceptions of the prevalence of binge drinking. Articles and paid ads in the campus newspaper, as well as flyers distributed on campus, presented the correct information on drinking patterns at UNI.[35]

To reinforce the media campaign, students calling themselves *The Money Brothers* quizzed students about drinking behavior and attitudes. Those who responded with correct information were handed a dollar. Surveys conducted after the campaign found both reductions in student misperceptions and the proportion of binge drinkers.

Multiple Approaches

No single strategy will be sufficient to alter campus environments to reduce risks. The idea is for your group to identify those strategies most likely to have an impact on problems, and then select those you can implement on your campus.

Prevention advocates have developed a set of complementary tactics to support response strategies. They are:

- social math
- media advocacy
- creating controversy and public chatter

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[32] Breed, Wallack and Grube, op. cit.

[34] "Beer Ad's Humor Falls Flat," *San Francisco Chronicle*, March 13, 1989.

[35] Michael P. Haines, "Using Media to Change Student Norms and Prevent Alcohol Abuse: A Tested Model," *Oregon Higher Education Alcohol & Drug Committee Newsletter*, 1, No. 2 (May 1993): 1-3.

Social Math

When former U.S. Surgeon General Antonia Novello, MD, said, "College students spend more money for booze than they do for books," she used information creatively to draw attention to college drinking.[1]

Novello's attention-grabbing statement illustrates the use of a communication technique related to epidemiology, called social math. Epidemiology is the science of understanding the nature and extent of health problems. Social math is the marriage of science with the art of communication.

You can use this technique to transform scientific information into a dramatic form that attracts attention and provokes discussion. People are more likely to remember the information. Campus and community media outlets, always on the lookout for drama, are more likely to pick up the story.

During Alcohol Awareness Week at Columbia College in South Carolina, students used social math to illustrate the national statistic that, on average, college students consume 34 gallons of alcoholic beverages per person in a year. They placed 34 one-gallon jugs filled with yellow food-colored water on a table in the center of campus. Passing students asked "What's that?" and were told "It's how much you drink each year." The campus paper ran a photo of the event.

Social math translates often dry statistics into terms people can understand and remember. One technique is the use of cost comparisons. For example, the cost of alcohol-related injuries in the United States—about $47.5 billion—was presented at an academic conference as "Alcohol-related injuries cost more money than is spent for all private colleges and universities in the United States put together."[2]

In social math you need to be careful not to use bad science or propaganda. The material must be true, otherwise you lose credibility, the argument loses credibility, and even the technique loses credibility.

Truth in social math is not necessarily complete accuracy. There is a difference. For example, using social math, the fact that 12 million U.S. college students annually consume over 430 million gallons of alcoholic beverages becomes: the total alcohol consumption of college students exceeds the volume of an olympic swimming pool for every one of the 3,500 colleges and universities in the United States.

Actually, to be accurate it's 3,583 swimming pools and there are roughly 3,500 colleges and universities in the nation. Nevertheless, the statement is true, albeit conservative. It's better to be conservative and be able to back up the numbers.

Good characteristics of social math are that messages are dramatic, visual, terse, true, and serve a strategic or tactical purpose. The criteria for the message are that it have *memorability, credibility, persuasiveness,* and *immediacy.*

By using information creatively, you can translate national statistics into local statistics, making the

"Social math is like adding spices and flavor enhancers to food. It can be used with all types of prevention strategies and tactics, making each more effective. Once you get going, it really gets to be fun."

Lewis D. Eigen, EdD

[1] *Putting the Breaks on College Drinking* (Rockville, MD: National Clearinghouse for Alcohol and Other Drug Information, 1991).

[2] "Just the Facts...But Creatively," *Prevention File: Alcohol, Tobacco, and Other Drugs,* 8, No. 2 (Spring 1993): 14-16.

information more relevant to your campus. Or you can take information from your campus and translate it into memorable, thought-provoking images.

For example, you can present a finding that your campus newspaper runs ads promoting reduced price drinks at local bars ten times more often than ads for local book stores as, "Students who read the paper are ten times more likely to learn where to go to buy a cheap drink than a book at any price."

You can also use information from current events to provide immediacy to your message. For example, the release of national survey information on alcohol-related crashes provides you with the opportunity to localize that information and raise it in an interesting way on your campus, perhaps as part of a drinking and driving awareness campaign.

*Media advocacy uses the media strategically to apply pressures for changes in policy to promote public health goals.**

Media Advocacy

In an increasingly crowded message environment, you are faced with stiff competition for the eyes and ears of your campus. And unlike commercial advertisers, such as the alcohol industry, you rarely have a big advertising budget to get out your health messages.

Media advocacy has been successful in raising public interest and debate about alcohol issues. Media advocacy is not just another form of public information campaigns. Mass media's traditional role in promoting health has been to direct messages at individuals, urging them to change their behavior, such as alcohol and tobacco use. Media advocacy, however, shifts from seeking individual behavior change to seeking change in collective behavior conditions, for example, social norms and public policies.

Challenging conventional wisdom and public thinking is important in media advocacy. Mass media become the arena for debating public policies. Advocates ask themselves how a media opportunity can best serve to advance policy goals and shift debate from an individual focus to collective decisions affecting policies, norms, and environments.

You can use media advocacy techniques to generate campus interest in seeking changes in alcoholic beverage industry promotional practices, media policies, social policies, campus norms, or other factors that may contribute to alcohol use and adverse consequences.

Media advocacy is more like a political campaign, in which competing forces continuously react to

* Lawrence Wallack et al; *Media Advocacy and Public Health: Power for Prevention* (Newbury Park, CA: Sage Publications, 1993), p. 25.

unexpected events, breaking news, and opportunities. They are not static, predesigned public education programs.

Gaining access to the media involves watching for opportunities. News creates new opportunities. You need to be alert to developing national or local news stories that furnish opportunities at the local level for reactive piggy backing.

National studies on alcohol use at colleges and universities often lend themselves to local spins or angles. For example, a national study on alcoholic beverage advertising in college newspapers can be localized by monitoring ads in your campus paper and then presenting those findings to local media, or by staging a media event.

Getting media coverage for an issue can also assist you in gaining community support. For example, you can use a survey of alcoholic beverage promotions at your campus to highlight concerns and possible responses. The resulting media coverage can lead other groups and individuals to join a prevention coalition to monitor the campus environment, address other alcohol policy issues, and develop interventions.

Techniques of media advocacy include the creative use of information (*see* Social Math, page 41) and framing issues to promote your policy goals. In any controversy, both sides attempt to frame the issue in a way that makes their position seem most reasonable. For example, efforts to regulate alcoholic beverage advertising directed at college students are met with attempts by manufacturers to frame their position in constitutional free-speech terms. The debate shifts from targeting college students by beer companies to protecting First Amendment rights and freedom of commercial speech.

You can reframe issues that the alcohol industry has used to its own advantage by focusing attention on promotional practices, not the behavior of individual drinkers. You can also address industry practices that appear unethical, such as advertising images linking drinking with sexual prowess in the era of AIDS.

Often the pithy or witty quote or media bite gets the most attention. And the use of humor helps to dispel the notion you or your group are temperance-driven fanatics.

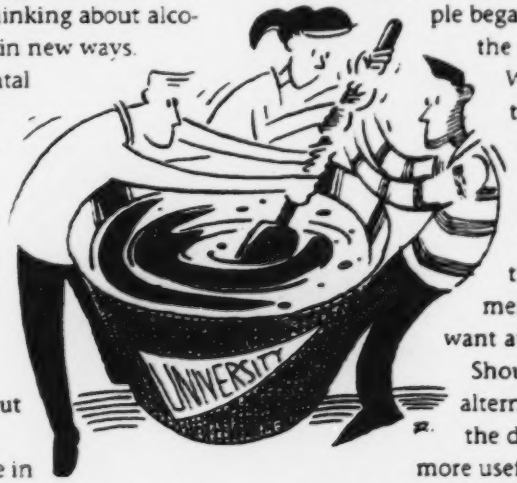
You will find resources for learning more about media advocacy techniques in Appendix D.

Creating Controversy and Public Chatter

Public talk about alcohol problems and solutions is a way to keep alcohol problems on the intellectual, emotional, and administrative agenda of the entire academic community.

Proposals of dramatic, if not draconian, solutions for campus debate, campus demonstrations, and attacks on alcohol industry support of institutions calls for more action, and dramatic examples of problems can get the community talking and thinking about alcohol problems in new ways.

Stir the pot



Environmental interventions are often controversial. Very few people would argue about the value of including a pamphlet about alcohol and other drug use in student orientation packets. Many more would have something to say about a proposal to impose restrictions on alcohol advertising in a campus newspaper.

For example, when Hofstra University adopted a rule banning on-campus advertising of drink prices and the use of phrases such as happy hour and drink specials, students protested that the rule violated their constitutional rights and mounted a petition drive to have the rule revoked.[39]

In response to Stanford University's 1990 policy proposal to ban alcohol advertising at all University athletic events, an editorial in the *Stanford Daily* opposed the proposal by raising both free-speech issues and the loss of revenue to the athletic department.[40]

At both colleges the proposed policies generated debate about the role of alcohol in the campus community, stimulating people to think about the environment. People began to question the status quo. Why are things the way they are? Who gains from the current situation? Is this the environment we really want at our campus? Should we consider alternatives? Often the discussion is more useful in shaping campus norms than proposed policies themselves.

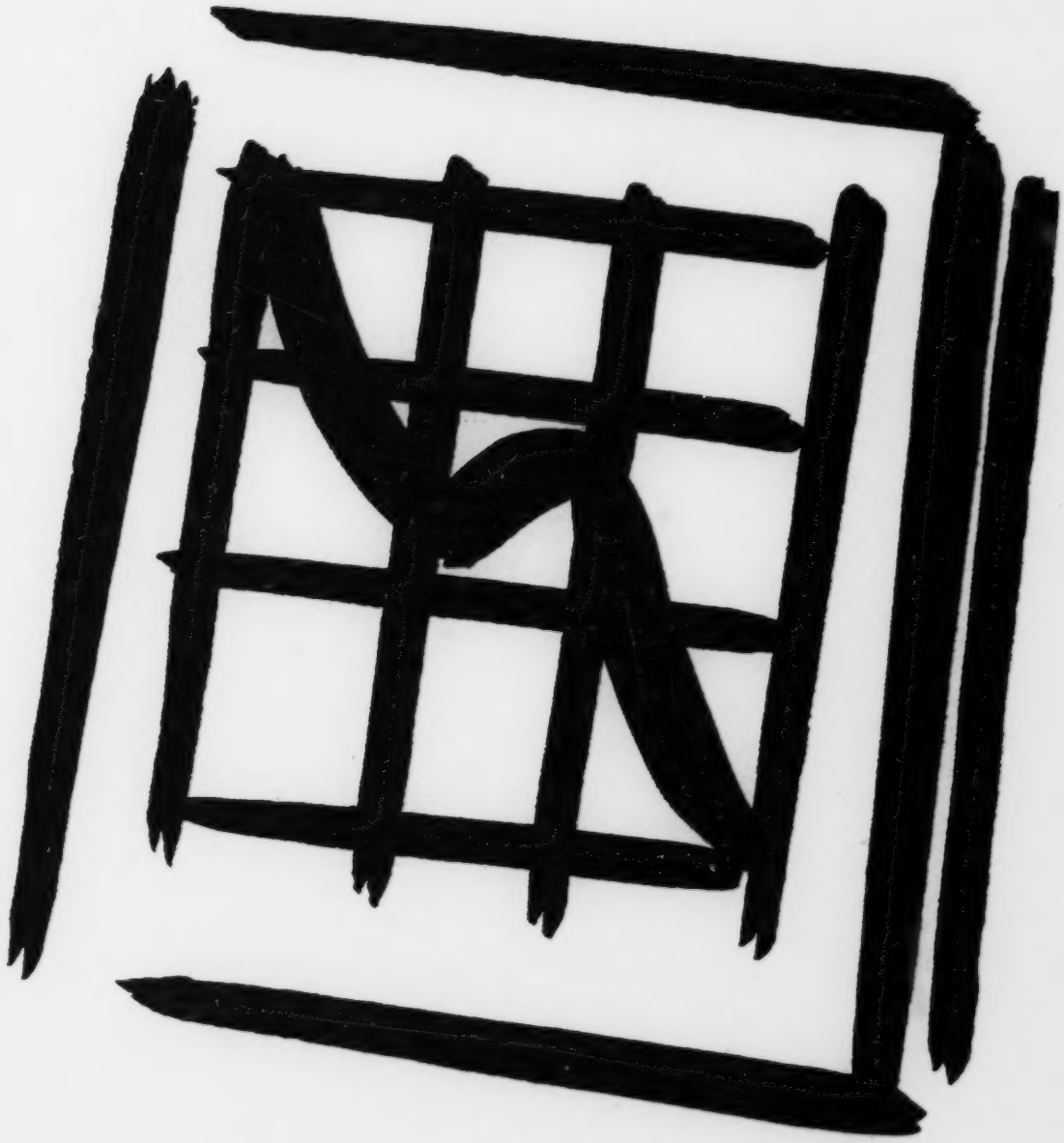
Colleges have a wealth of issues on which the community can focus. The objective for this approach is to stir the pot, to keep the issue on as many agendas as possible. It's a tactic aimed at getting response strategies implemented. It does not necessarily favor any one strategy or group of strategies, but follows the maxims that either is better than neither and more prevention is better than less.[41]

[39] "Beer-Ad Limits Tap Student Backlash," *Newsday*, October 12, 1990.

[40] "Staggering Proposal," *Stanford Daily*, January 17, 1990, p. 1.

[41] Lewis D. Eigen, Leslie Brenowitz, and Rob Henshaw, *College Alcohol & Other Drug Prevention Strategies*, paper delivered at the American College Health Association Annual Conference, Baltimore, MD, May 29, 1993.

Assessment



Assessment

Everyone wants to know whether actions taken to respond to problems are achieving the intended results in actually reducing campus alcohol problems. Assessment relies on monitoring, over time, the information collected during the analysis phase to determine changes in problem levels and the environment surrounding alcohol use, thus providing a feedback loop to assist in evaluating actions.

Scanning and analysis helps you and your group identify specific alcohol-related problems as well as points for environmental interventions. Your responses are aimed at reducing the levels of those problems, which is, after all, the objective of prevention. Assessment is the process for determining whether you have achieved your objectives or whether you need to alter your priorities.

Assessment is at the heart of problem-oriented prevention as it is the way you measure changes in problem levels. It helps you answer the often asked question: *How far have we come?*

In analysis you collected information about alcohol-related problems at your college or university. In assessment, you revisit those information sources on a regular basis to see whether changes are occurring in the intended direction.

For example, during analysis you may have identified alcohol-related adverse health consequences as a problem at your campus through a combination of self-report information from a survey and an examination of records from campus health services. One way of assessing whether your responses have had any impact on reducing the level of health consequences is to revisit those information sources by conducting another survey and examining health services records.

How far have we come?

But it's important not to be singular in your approach to assessment, as many factors influence problem levels. While assessment gets you outcome information in terms of problem levels, it also can tell you whether your response strategies have been effective in altering the campus environment. Assessing only problem measures will not give you sufficient information to assess the effectiveness of your response strategies.

For example, if your response to reduce alcohol-related health consequences included measures to reduce alcohol promotional messages, such as bulletin board flyers or radio advertising that emphasize high-risk drinking practices, you need to assess the environment to determine whether you were successful in meeting your objective. That means you need to collect

analysis information on bulletin board and radio station messages again. You may find that nothing has changed, or that change has occurred but at a low level. Or you may find substantial changes in promotional activities, but not necessarily in problem levels.

Information gained in assessment tells you if you are accomplishing what you intended, both in terms of altering the environment to reduce risks as well as reducing the alcohol-related problems specific to your campus. If you are not meeting your objectives, assessment information helps you make changes in programs and policies that may not be working.

Assessment also helps you determine whether you are being successful in building a sense of campus community in responding to problems by helping you learn who is now participating in prevention that may not have been involved before.

When to Assess?

Assessment is a long-term, ongoing process. Changing environments to reduce risks is also a long-term process. Unfortunately, all too often community members expect quick solutions to alcohol problems, which are usually complex and not readily amenable to short-term solutions.

Assessment also gives you the opportunity to rethink prevention priorities and alter your activities in response to shifting environments and concerns. Using *SARA*, prevention is an ongoing process of scanning, analysis, response, and assessment, promoting critical examination of the campus environment and involvement of the whole campus community.

Interest in sustaining prevention efforts can wane if people don't see some positive results. Assessment should occur routinely to monitor problem levels and campus and community environments. How

often is routinely? That can vary from campus to campus, but annual assessment will sustain interest in prevention issues in general and aid in the development of specific programs and policies to reduce or control problems.

You don't necessarily need all the information you collected during analysis in order to assess your effectiveness. Some information collected during analysis may not be relevant to the problems you are targeting on campus. For example, your initial analysis of bulletin boards may have found that on your campus postings do not promote alcohol use. Therefore, you don't need to replicate that activity as part of your assessment of the alcohol environment unless, of course, scanning suggests things have changed.

Assessment activities may not necessarily occur at the same time. Annual surveys of students, faculty and/or staff may be conducted in the fall, while other information collection may occur around specific events. For example, if your campus has experienced alcohol problems around Homecoming, you may wish to collect environmental measures and problem indicators during that period to see whether problem levels are changing. Decisions about what information to collect and when to collect are made by you and your group based on problem definitions and response strategies.

Who Is Involved?

Assessment requires resources to monitor the environment and problem levels in an organized fashion. You have already established baselines for problem levels and environmental measures as part of your earlier analysis of campus problems. You have also established relationships with others who can now par-

Harness Academics With Prevention

Glance through your campus catalogue to identify courses that may incorporate your information needs in class assignments. Talk to professors and instructors. Find out whether they are involved with any information collection activities on your campus. See if they will routinely include alcohol problem and environmental indicators in their activities. Start with allies, then widen your circle.

ticipate in continuing information surveillance to monitor interventions and outcomes over the long term.

Students are an invaluable resource for information collection in all phases of *SARA*. The most promising way to assure ongoing campus monitoring is to institutionalize those activities within academic life. For example, for a San Diego State University course on human behavior in the environment, student teams selected scanning and analysis exercises from the *Guide*, collected information, and reported their findings in class. Not only did the students contribute important information to support prevention efforts, they increased their awareness of alcohol issues, enjoyed themselves, and found the assignment to be the most interesting in the course.

The idea is to involve students and faculty in an ongoing study of their institutional culture in a way that supports problem-oriented, environmental approaches to prevention.

To be useful for prevention, findings from assessment information collection activities need to be organized. Where that occurs and by whom depends on the campus structure. Nevertheless, there needs to be a stable office or organization with the overall responsibility for prevention. It could be in the office of the president, student affairs, health services, counseling services, or associated students.

Using Information

Routine information collection through analysis and assessment helps you keep prevention issues on the public agenda at your campus. But information about alcohol problems and issues is often controversial, especially if your assessment activities find that problems persist. Therefore, how you use information gained from assessment depends on a number of factors. The most important factor is the level of institutional commitment to both understanding and reducing problems.

If you and your group have been successful in involving your campus community in all stages of *SARA*, you are more likely to have support for using information in ways that promote discussion, debate, and program and policy development to reduce problems. The *SARA* approach is information driven, and it is the campus community that can best decide how to use that information to support prevention efforts.

Your campus may decide to use information gained through assessment to develop annual reports on the *state of the campus* that highlight successes in reducing problems, those problems that remain a campus concern, and alternative prevention strategies for consideration. Annual reports can be opportunities for media coverage to stimulate public conversation and debate on what can be done to reduce problems (*see* Media Advocacy, page 42).

Appendix A: Scanning Exercises

Scanning Exercise A-1: A Quick Profile

Scanning Exercise A-2: Looking Around

Scanning Exercise A-3: Having Conversations

SCANNING EXERCISE A-1: A Quick Profile of Risks for Alcohol Problems

WHAT is your campus like? Colleges and universities have different cultures and risk factors for alcohol problems. Do certain areas quickly come to mind when you think about the role of alcohol in problems at your school? Are there factors that are specific to your campus that make the risk for problems higher or lower?

USE this exercise to record your impressions of your campus to highlight environmental factors that may be contributing to alcohol use and adverse consequences. Take a moment to contemplate the state of your campus and note your impressions on this form. Use the scale from low to high to rate your impressions of the visibility, influence, or awareness of the following activities and issues on your campus. Share your impressions with a group of others concerned with campus health and well being. Sit around a table to talk about your campus environment and the things you think can be changed to reduce risks for problems.

WHEN should you use this excercise? Scanning to identify risks can help: • new prevention coordinators get started • organize or reinvigorate campus committees • involve students and faculty by gaining academic (extra) credit as part of discipline-specific course work • annual cycles of campus review.

CAMPUS LIFE

What are your impressions of the visibility and level of opportunities for socializing on your campus? The lack of on-campus social and recreational activities may be an environmental risk factor for isolated campuses but less important for urban institutions.	PLACE AN X TO INDICATE YOUR INITIAL IMPRESSION OF THE VISIBILITY OF EACH LOW	MODERATE		HIGH
On-campus social activities (e.g., dances, social hours, concerts, movies, things to do)	○	○	○	○
Nearby campus-oriented commercial services (e.g., restaurants, bars, coffee houses, shops, theaters)	○	○	○	○
Athletic activity (e.g., inter- and intramural sports, sports facilities, opportunities for exercising)	○	○	○	○
Special events (e.g., Winterfest, Halloween, Spring festivals, fairs)	○	○	○	○
Greek life is an indicator of high-risk drinking practices. How active are fraternities and sororities (e.g., Rush Week, Greek-sponsored parties and events)?	○	○	○	○
Alumni activity: Alumni often influence the campus culture, through contributions and involvement in campus life (e.g., Homecoming, alumni parties).	○	○	○	○
Health and counseling services: How visible are campus health services?	○	○	○	○
Health promotion activities: How visible are activities such as smoke-outs and alcohol or AIDS awareness weeks?	○	○	○	○
Alcohol and other drug prevention responsibilities: Level of awareness of persons whose job descriptions include these responsibilities.	○	○	○	○

ALCOHOL ISSUES

What level of visibility do alcohol problems and issues command on your campus?	LOW	MODERATE		HIGH
Awareness of alcohol policies: Do people know what your campus policies are?	○	○	○	○
Support for alcohol policies: Do people support campus policies?	○	○	○	○
Enforcement of alcohol policies: Do people believe they will suffer consequences if they violate campus policies? Do they think policies are consistently enforced?	○	○	○	○
Communicating alcohol policies: How easy is it to learn your campus policies (e.g., in orientation materials, residential life information, etc.)?	○	○	○	○
Influence of alcohol task force: If you have a campus task force, how influential is it? Is it a force on campus?	○	○	○	○
Perceptions that alcohol contributes to problems: Do people think alcohol use contributes to problems on your campus?	○	○	○	○
Visibility of alcohol use: Do people drink in public places on campus? Is visible intoxication accepted on the part of faculty, staff, or students? Are there environmental indicators of drinking (e.g., party promotions, alcohol litter)?	○	○	○	○

Other impressions: _____

_____

BEST COPY AVAILABLE

SCANNING EXERCISE A-2: Looking Around Your Campus and Community

WHAT does your campus and surrounding community look like? An easy way to gauge issues surrounding alcohol use at your school is to look around to find indicators regarding alcohol use.

USE this exercise to help you develop a picture of your campus environment regarding alcohol use and problems. Take time to walk around campus and neighboring areas to look for environmental indicators of alcohol use. Carry a camera and take photographs. The environment may vary by time of day, day of the week, or around special times like Spring Break. Changes can be instructive, so vary the times you scan your campus. Jot down what you see so you can share your impressions with others. Note the date _____ and time _____ you scanned your campus.

ALCOHOL AVAILABILITY AND PROMOTION

How is alcohol promoted and made available to campus members?	YES	NO	N/A
Do bulletin boards, sport, party notices, banners, or posters advertising or promoting alcohol-related activities?	○	○	○
Are they for on-campus events?	○	○	○
Off-campus events?	○	○	○
Are they from commercial alcohol outlets such as bars, taverns, restaurants, liquor stores, or grocery stores?	○	○	○
Do people distribute handouts for parties or other social events?	○	○	○
If so, do the messages focus on alcohol consumption rather than the event itself?	○	○	○
Are high-risk activities part of the message?	○	○	○
Do most of the postings appear to be alcohol-related?	○	○	○
Is alcohol sold on campus?	○	○	○
If so, do on-campus alcohol outlets promote or advertise alcohol sales?	○	○	○
Are there alcohol outlets near campus?	○	○	○
If so, do they target the campus through advertisements and promotions?	○	○	○

Other impressions: _____

_____

MEDIA ENVIRONMENT

Pick up an assortment of papers and periodicals distributed on campus, including official and underground publications. Glance through them to find out how alcohol is covered. (See also *Appendix C-2, C-3, C-4*.)	YES	NO	N/A
Do they advertise or promote alcohol-related activities?	○	○	○
If so, are they for on-campus events?	○	○	○
If so, are they for off-campus events?	○	○	○
Do the messages focus on alcohol consumption rather than the event itself?	○	○	○
Are high-risk activities part of the message?	○	○	○
Does the editorial content of the publication address alcohol use and/or adverse consequences?	○	○	○
Are there advertisements for alcoholic beverages or alcohol-related activities on the campus radio station?	○	○	○
Do messages focus on alcohol consumption or high-risk drinking?	○	○	○
Do community radio stations target your campus?	○	○	○
If so, do they advertise alcoholic beverages or alcohol-related activities?	○	○	○
Does the campus media include health promotion messages?	○	○	○

Other impressions: _____

_____

BEST COPY AVAILABLE

WHAT'S ON THE WALLS?

Walk the residence halls to get a feel for student's living environment. Glance in open doors to student rooms to see how they are decorated.

	YES	NO	N/A
Do posters, banners, and flyers decorate the walls and ceilings, including common areas and doors to student rooms?	○	○	○
Are they alcohol-related (e.g., party promotions, beer advertising posters)?	○	○	○
Are there health promotion posters or banners?	○	○	○
Do students decorate their rooms with alcohol-related items (e.g., neon beer signs, beer posters)?	○	○	○
Do room window shelves sport pyramids of beer cans or beer advertisements?	○	○	○
Are doors to student rooms decorated with beer posters?	○	○	○
Are trash cans filled with beer cans and bottles after the weekend?	○	○	○
Do residence halls appear damaged (e.g., holes in walls, graffiti)?	○	○	○
Are there health promotion posters or banners?	○	○	○

Other impressions _____

_____

STUDENT NEIGHBORHOOD ENVIRONMENTS

Walk around neighborhoods where students live, whether immediately adjacent to campus or not.

	YES	NO	N/A
Do beer banners hang from apartments and houses?	○	○	○
Are there pyramids of beer cans in the windows?	○	○	○
Are notices and posters advertising or promoting alcohol-related activities posted on telephone poles?	○	○	○
Are there alcohol outlets in the neighborhood?	○	○	○
Do they target students in their advertisements and promotions?	○	○	○
Do messages focus on alcohol or high-risk drinking (e.g., price discounts, student happy hours)?	○	○	○
Are there alcohol billboards or other messages on the paths that approach campus?	○	○	○

Other impressions _____

_____

DRINKING ENVIRONMENTS

Stop by student-oriented drinking environments such as taverns, bars, or clubs both on- and off-campus. Pick times when students gather.

	YES	NO	N/A
Are walls decorated with alcohol promotional material (e.g., posters, neon beer signs)?	○	○	○
Do servers check for identification?	○	○	○
Does the ambience appear to encourage drinking?	○	○	○
Are other activities available (e.g., pool tables, newspaper racks, air-hockey tables, darts, dancing)?	○	○	○
Do servers appear to monitor drinking rates of patrons?	○	○	○

Other impressions _____

_____

NEIGHBORHOODS AROUND CAMPUS

Take a walk through neighborhoods and commercial areas around your campus	YES	NO	N/A
Is there a wide variety of retailers tailored to the campus?	○	○	○
Are there alcohol outlets (e.g., liquor stores, mini-marts, restaurants, taverns, bars, pubs)?	○	○	○
Do they target students with ads or flyers?	○	○	○
Are there billboards or other types of advertisements for alcohol products?	○	○	○

Other impressions _____

_____

PARTIES AND EVENTS

Stop by on- and off-campus activities such as openly advertised parties, receptions, dances, and residence hall parties. Consider stopping by later in the event to get a sense of how it went.	YES	NO	N/A
Is alcohol permitted at events?	○	○	○
If alcohol is available, is it served in a responsible manner?	○	○	○
Are other activities such as games, dancing, or other recreational activities available?	○	○	○
Is appetizing food available?	○	○	○
Are nonalcoholic beverages available?	○	○	○
Is faculty drinking with underaged students condoned?	○	○	○

Other impressions _____

_____

CAMPUS BOOKSTORES

Stop by the campus bookstore or bookstores near campus. Walk the aisles.	YES	NO	N/A
Does it carry a variety of campus-related merchandise?	○	○	○
Does it carry alcohol-related merchandise (e.g., beer mugs, shot glasses)?	○	○	○
Does alcohol-related merchandise sport your school's name, crest, or mascot?	○	○	○
Do posters or clothing sport pro-drinking messages?	○	○	○
Do posters or clothing sport health promotion messages?	○	○	○

Other impressions _____

_____

WHAT ELSE?

Does anything stand out as contributing to problems on your campus?

List those indicators picked up by scanning your environment _____

_____

_____

_____

SCANNING EXERCISE A-3: Having Conversations

WHAT do people think are problems confronting your campus? Do they think alcohol use contributes to those problems? Do they have opinions? Do they have specific information about alcohol problems? Are they interested in being a part of a group working to both understand and reduce problems on your campus? Do they have resources they can bring to prevention efforts, e g , research skills, person power? Talk to them and find out

USE this exercise to build a campus network of people interested in helping prevention efforts and to identify people on campus who have information about problems and response. Talk to as many people as you can in a week. Split up the list among group members. Be selective. You may not need to talk with everyone. You may be one of these people yourself, or have already talked with some. Note the names of the people you talk with, whether they are interested, and if they can help

HEALTH SERVICES: Staff and students involved in these areas are natural allies for prevention			
	NAME AND TITLE	CHECK IF INTERESTED	LIST TYPE OF INFORMATION
Campus health services			
Counseling services			
Safety awareness			
Other			
CAMPUS LIFE AND ACTIVITIES: Staff and students in these areas know what's happening on campus			
Campus newspaper reporters			
Student government			
Disciplinary and judicial officials			
Activity directors and planners			
Student community services			
Residence and Greek life advisors			
Recreation			
Athletics			
Admissions (re retention)			
Alumni			
Students commuting			
residential			
international			
at large			
Campus ministry			
Other			

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	NAME AND TITLE	CHECK IF INTERESTED	LIST TYPE OF INFORMATION
COMMUNITY MEMBERS: [illegible] the surrounding community have a stake in prevention. They may also have information and resources.			
Neighborhood association members			
Business association members			
Other merchants			
Community public health officials			
Other			
ACADEMICS: Students and faculty members in these disciplines may be interested in alcohol issues.			
Economics			
Sociology			
Psychology			
Anthropology			
Political science			
Social work			
Marketing and communications			
Health sciences/Public health			
Journalism			
Other			
SECURITY AND LAW ENFORCEMENT: These people are likely to have problem information and are committed to reducing problems.			
Campus security			
Local police			
State alcoholic beverage control			
Other			
ADMINISTRATION: Charged with running a campus, administrators have a stake in an institution's well being.			
President			
Dean of Students			
Dean of Faculty			
Buildings and grounds/Housekeeping			
Customer services			
Other			

Appendix B: Analyzing Information Needs

Analysis Exercise B: What's the Problem?

ANALYSIS EXERCISE B: What's the Problem?

Different drinking behaviors pose different risks for adverse consequences, depending on *where* and *when* drinking occurs. This exercise helps you understand the "five Ds" of alcohol-related problems, problem indicators, and potential information sources.

PROBLEM	INDICATORS	INFORMATION SOURCES	AVAILABLE? List source
Disruption	Poor/reduced academic performance Missed classes Taking sexual advantage Trouble with authorities Drinking and driving Relationship problems Arguments or fights Criticized for drinking Later regrets Students' judicial actions	Disruptions due to drinking show up first at the personal level. Such problems are most often observed through self-reports in surveys. Surveys, like the FIPSE Core instrument used on many campuses, include questions regarding the frequency of personal disruption. You can find information on more serious or persistent problems through police records, student counseling service records, or judicial committee reports.	
Damage	Property damage Graffiti Holes in walls, litter Pulling false fire alarms Fires Other damage to personal or public property	You can observe damage resulting from consumption by walking around campus and surrounding communities. Police, fire, and building and grounds reports often document damage.	
Disability (includes short-term disability)	Hangovers, nausea, vomiting Injured or hurt Sexual assault Severe trauma Health consequences (STDs) Unplanned pregnancy	At the lowest levels these problems are reported primarily in surveys (see disruption). Student health services and campus security often document serious and persistent disabilities. Some incidents resulting in disability are reported in press accounts, such as car crashes.	
Disease (includes early signs of long-term problems)	Memory loss Try to stop drinking and fail Suicidal thoughts/attempts Thinking you have a problem	Like disability, early indicators of disease are also reported in surveys. Serious and persistent indicators of disease are often reported by student health services or by level of participation in recovery activities such as AA.	
Death (premature death due to alcohol-related causes)	Traffic crashes Drowning Falls Overdose	Incidents resulting in death usually receive attention in campus and off-campus media. Other information sources are campus security, law enforcement records, and medical examiner (coroner) reports.	

HOW to use this information. You and your group can use the existing information to help define specific problems on your campus. However, you may find you need more information to define problems. Use information gained to identify information needs on your campus.

Appendix C: Analysis Exercises

Analysis Exercise C-1: FIPSE Core Instrument

Analysis Exercise C-2: Context of Drinking

Analysis Exercise C-3: Campus Message Environments—Bulletin Boards

Analysis Exercise C-4: Campus Message Environments—Print Media

Analysis Exercise C-5: Campus Message Environments—Radio

Analysis Exercise C-6: Price of Alcohol

Form 191

Core Alcohol and Drug Survey

For use by two- and four-year institutions

FIPSE Core Analysis Grantee Group

Please use a number 2 pencil.

Processed by UCS/Office of Measurement Services
University of Minnesota
2520 Broadway Drive - Room 130
St. Paul, MN 55113

For Institutional Use

A ○○○○○○○○○○
B ○○○○○○○○○○
C ○○○○○○○○○○
D ○○○○○○○○○○
E ○○○○○○○○○○

1. Classification:
- Freshman ○
- Sophomore ○
- Junior ○
- Senior ○
- Grad/professional ○
- Not seeking a degree ○
- Other ○

2. Age:

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

3. Ethnic origin:
- American Indian/ Alaskan Native ○
- Hispanic ○
- Asian/Pacific Islander ○
- White (non-Hispanic) ○
- Black (non-Hispanic) ○
- Other ○

4. Marital status:
- Single ○
- Married ○
- Separated ○
- Divorced ○
- Widowed ○

5. Gender:
- Male ○
- Female ○

6. Is your current residence as a student:
- On-campus ○
- Off-campus ○

7. Are you working?
- Yes, full-time ○
- Yes, part-time ○
- No ○

8. Living arrangements

A. Where: *(mark best answer)*
- House/apartment/etc. ○
- Residence hall ○
- Approved housing ○
- Fraternity or sorority ○
- Other ○

B. With whom: *(mark all that apply)*
- With roommate(s) ○
- Alone ○
- With parent(s) ○
- With spouse ○
- With children ○
- Other ○

9. Approximate cumulative grade average: *(choose one)*

○	○	○	○	○	○	○	○	○	○	○	○	○
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

10. Some students have indicated that alcohol or drug use at parties they attend in and around campus reduces their enjoyment, often leads to negative situations, and therefore, they would rather not have alcohol and drugs available and used. Other students have indicated that alcohol and drug use at parties increases their enjoyment, often leads to positive situations, and therefore, they would rather have alcohol and drugs available and used. Which of these is closest to your own view?

	Have available	Not have available
With regard to drugs?	○	○
With regard to alcohol?	○	○

11. Student status:
- Full-time (12+ credits) ○
- Part-time (1-11 credits) ○

12. Campus situation on alcohol and drugs:

	yes	no	don't know
a. Does your campus have drug and alcohol policies?	○	○	○
b. If so, are they enforced?	○	○	○
c. Does your campus have a drug and alcohol prevention program?	○	○	○
d. Do you believe your campus is concerned about the prevention of drug and alcohol use?	○	○	○
e. Are you actively involved in efforts to prevent drug and alcohol use problems on your campus?	○	○	

13. Place of permanent residence:
- In-state ○
- USA, but out of state ○
- Country other than USA ○

14. Think back over the last two weeks. How many times have you had five or more drinks* at a sitting?
- None ○
- Once ○
- Twice ○
- 3 to 5 times ○
- 6 to 9 times ○
- 10 or more times ○

15. Average # of drinks* you consume a week

(If less than 10, code answer as 01, 02, etc.)

⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

16. At what age did you first use... *(mark one for each line)*

	Never	Under 10	10-11	12	13	14	15	16-17	18-19	20	21	25	26+
a. Tobacco (smoke, chew, snuff)	○	○	○	○	○	○	○	○	○	○	○	○	○
b. Alcohol (beer, wine, liquor)*	○	○	○	○	○	○	○	○	○	○	○	○	○
c. Marijuana (pot, hash, hash oil)	○	○	○	○	○	○	○	○	○	○	○	○	○
d. Cocaine (crack, rock, freebase)	○	○	○	○	○	○	○	○	○	○	○	○	○
e. Amphetamines (diet pills, speed)	○	○	○	○	○	○	○	○	○	○	○	○	○
f. Sedatives (downers, ludes)	○	○	○	○	○	○	○	○	○	○	○	○	○
g. Hallucinogens (LSD, PCP)	○	○	○	○	○	○	○	○	○	○	○	○	○
h. Opiates (heroin, smack, horse)	○	○	○	○	○	○	○	○	○	○	○	○	○
i. Inhalants (glue, solvents, gas)	○	○	○	○	○	○	○	○	○	○	○	○	○
j. Designer drugs (ecstasy, MDMA)	○	○	○	○	○	○	○	○	○	○	○	○	○
k. Steroids	○	○	○	○	○	○	○	○	○	○	○	○	○
l. Other illegal drugs	○	○	○	○	○	○	○	○	○	○	○	○	○

*Other than a few sips

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17. Within the last year about how often have you used . . .
(mark one for each line)

	Never used	Once/year or 6 times/year	Once/month	Twice/month	3 times/week	5 times/week	Every day
a. Tobacco (smoke, chew, snuff)	○	○	○	○	○	○	○
b. Alcohol (beer, wine, liquor)	○	○	○	○	○	○	○
c. Marijuana (pot, hash, hash oil)	○	○	○	○	○	○	○
d. Cocaine (crack, rock, freebase)	○	○	○	○	○	○	○
e. Amphetamines (diet pills, speed)	○	○	○	○	○	○	○
f. Sedatives (downers, ludes)	○	○	○	○	○	○	○
g. Hallucinogens (LSD, PCP)	○	○	○	○	○	○	○
h. Opiates (heroin, smack, horse)	○	○	○	○	○	○	○
i. Inhalants (glue, solvents, gas)	○	○	○	○	○	○	○
j. Designer drugs (ecstasy, MDMA)	○	○	○	○	○	○	○
k. Steroids	○	○	○	○	○	○	○
l. Other illegal drugs	○	○	○	○	○	○	○

18. During the past 30 days, on how many days did you have:
(mark one for each line)

	0 days	1-2 days	3-5 days	6-9 days	10-19 days	20-29 days	All 30 days
a. Tobacco (smoke, chew, snuff)	○	○	○	○	○	○	○
b. Alcohol (beer, wine, liquor)	○	○	○	○	○	○	○
c. Marijuana (pot, hash, hash oil)	○	○	○	○	○	○	○
d. Cocaine (crack, rock, freebase)	○	○	○	○	○	○	○
e. Amphetamines (diet pills, speed)	○	○	○	○	○	○	○
f. Sedatives (downers, ludes)	○	○	○	○	○	○	○
g. Hallucinogens (LSD, PCP)	○	○	○	○	○	○	○
h. Opiates (heroin, smack, horse)	○	○	○	○	○	○	○
i. Inhalants (glue, solvents, gas)	○	○	○	○	○	○	○
j. Designer drugs (ecstasy, MDMA)	○	○	○	○	○	○	○
k. Steroids	○	○	○	○	○	○	○
l. Other illegal drugs	○	○	○	○	○	○	○

19. How often do you think the average student on your campus uses . . .
(mark one for each line)

	Never used	Once/year or 6 times/year	Once/month	Twice/month	3 times/week	5 times/week	Every day
a. Tobacco (smoke, chew, snuff)	○	○	○	○	○	○	○
b. Alcohol (beer, wine, liquor)	○	○	○	○	○	○	○
c. Marijuana (pot, hash, hash oil)	○	○	○	○	○	○	○
d. Cocaine (crack, rock, freebase)	○	○	○	○	○	○	○
e. Amphetamines (diet pills, speed)	○	○	○	○	○	○	○
f. Sedatives (downers, ludes)	○	○	○	○	○	○	○
g. Hallucinogens (LSD, PCP)	○	○	○	○	○	○	○
h. Opiates (heroin, smack, horse)	○	○	○	○	○	○	○
i. Inhalants (glue, solvents, gas)	○	○	○	○	○	○	○
j. Designer drugs (ecstacy, MDMA)	○	○	○	○	○	○	○
k. Steroids	○	○	○	○	○	○	○
l. Other illegal drugs	○	○	○	○	○	○	○

20. Where have you used . . .
(mark all that apply)

	Never used	On campus	Residence hall	Bar/restaurant	Frat/sorority	Where you live	In a car	Private parties	Other
a. Tobacco (smoke, chew, snuff)	○	○	○	○	○	○	○	○	○
b. Alcohol (beer, wine, liquor)	○	○	○	○	○	○	○	○	○
c. Marijuana (pot, hash, hash oil)	○	○	○	○	○	○	○	○	○
d. Cocaine (crack, rock, freebase)	○	○	○	○	○	○	○	○	○
e. Amphetamines (diet pills, speed)	○	○	○	○	○	○	○	○	○
f. Sedatives (downers, ludes)	○	○	○	○	○	○	○	○	○
g. Hallucinogens (LSD, PCP)	○	○	○	○	○	○	○	○	○
h. Opiates (heroin, smack, horse)	○	○	○	○	○	○	○	○	○
i. Inhalants (glue, solvents, gas)	○	○	○	○	○	○	○	○	○
j. Designer drugs (ecstacy, MDMA)	○	○	○	○	○	○	○	○	○
k. Steroids	○	○	○	○	○	○	○	○	○
l. Other illegal drugs	○	○	○	○	○	○	○	○	○

21. Please indicate how often you have experienced the following due to your drinking or drug use during the last year . . .
(mark one for each line)

	Never	Once	2-5 times	Twice	6-9 times	10 or more times
a. Had a hangover	○	○	○	○	○	○
b. Performed poorly on a test or important project	○	○	○	○	○	○
c. Been in trouble with police, residence hall, or other college authorities	○	○	○	○	○	○
d. Damaged property, pulled fire alarm, etc	○	○	○	○	○	○
e. Got into an argument or a fight	○	○	○	○	○	○
f. Got nauseated or vomited	○	○	○	○	○	○
g. Driven a car while under the influence	○	○	○	○	○	○
h. Missed a class	○	○	○	○	○	○
i. Been criticized by someone I know	○	○	○	○	○	○
j. Thought I might have a drinking or other drug problem	○	○	○	○	○	○
k. Had a memory loss	○	○	○	○	○	○
l. Done something I later regretted	○	○	○	○	○	○
m. Been arrested for DWI/DUI	○	○	○	○	○	○
n. Have been taken advantage of sexually	○	○	○	○	○	○
o. Have taken advantage of another sexually	○	○	○	○	○	○
p. Tried to unsuccessfully stop using	○	○	○	○	○	○
q. Seriously thought about suicide	○	○	○	○	○	○
r. Seriously tried to commit suicide	○	○	○	○	○	○
s. Been hurt or injured	○	○	○	○	○	○

22. Have any of your family had alcohol or other drug problems: *(mark all that apply)*

- ○ Mother
- ○ Father
- ○ Stepmother
- ○ Stepfather
- ○ Brothers/sisters
- ○ Mother's parents
- ○ Father's parents
- ○ Aunts/uncles
- ○ Spouse
- ○ Children
- ○ None

23. If you volunteer any of your time on or off campus to help others, please indicate the approximate number of hours per month and principal activity:

- ○ Don't volunteer, or less than 1 hour
- ○ 1-4 hours
- ○ 5-9 hours
- ○ 10-15 hours
- ○ 16 or more hours

Principal volunteer activity is: _____

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ANALYSIS EXERCISE C-2: Context of Drinking

Think back to the last time you consumed five or more alcoholic drinks over the course of a single day. A drink would include a 12 oz. can of beer, 4-6 oz. glass of wine, or a shot of liquor. The following questions have to do with that event and what might have happened to you. Please answer each question as it relates to the last time you drank 5 or more drinks. Circle the number corresponding to the answer that is most correct.

1. During the last six months, how often have you consumed five or more drinks on a single day?

a. Never—go to question 13
b. Once or twice
c. Three to five times
d. One to three times a month
e. Once or twice a week
f. Three or more times a week

2. How long ago was the last time you drank five or more drinks at a sitting?

a. Within the last month
b. One to three months ago
c. More than three months ago

3. What kind of occasion was this?

a. A planned party
b. Socializing with friends
c. A date
d. A school-sponsored event (e.g., sports, concert, dance)
   What event? _____
e. Non-school event (e.g., sports, concert, dance)
   What event? _____
f. Family get-together
g. Alone, no special occasion

4. How many people, including yourself, were in your group during the drinking?

____ people

5. How many of these people were over 21?

a. None
b. A few
c. About half
d. Most
e. All

6. Were any of the following people with you? Circle all that apply.

a. Girlfriend/boyfriend/spouse
b. Roommates
c. Friends from school
d. Friends outside of school
e. Co-workers
f. Family members
g. Other
   Who? _____

7. Where was the main place you drank the alcohol?

a. In my home
b. At a friend's home
c. At an event (sports, concert, dance, etc.)
   What event? _____
d. Public park, beach, lake, etc.
   Which one? _____
e. Other public place (parking lot, street, etc.)
f. In a car
g. Bar or nightclub
   Which one? _____
h. Restaurant
   Which one? _____
i. Other
   Where? _____

8. Was this place on-campus or off-campus?

a. On-campus
b. Off-campus

9. How did you obtain the alcohol that you consumed?

a. I purchased it myself from a store, bar, or restaurant
b. A friend bought it
c. A relative got it for me
d. I took it from my parents or other adult without their knowledge
e. I took it from a store without paying
f. I got a stranger to buy it for me
g. It was provided at the party or gathering
h. Other
   How? _____

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10. How old was the person who purchased the alcohol?

a. Under 21
b. Over 21
c. Don't know/not purchased

11. At what store was the alcohol purchased?

a. Liquor store
Which one? _____
b. Convenience store or small grocery
Which one? _____
c. Supermarket
Which one? _____
d. Drug store or other retail store
Which one? _____
e. Bar or nightclub
Which one? _____
f. Restaurant
Which one? _____
g. Other
Where? _____
h. Don't know

12. Which of the following were true of the event? Circle all that apply.

a. Food was served along with alcohol
b. All alcohol was served by a bartender
c. We participated in drinking games (e.g., quarters)
d. Many people were intoxicated
e. I or someone I was with got into a physical fight
f. I or someone I was with drove after having too much to drink
g. I or someone I was with was physically injured (e.g., cut, bruised, sprained ankle)
h. The group was all male
i. The group was all female
j. It was a large party with lots of people I didn't know
k. I or someone I was with got physically sick
l. I had a hangover the next day

The following questions have to do with your general perceptions of the availability and use of alcohol on and around your campus.

13. Most students at this campus drink to intoxication at least occasionally?

a. Yes
b. No

14. Parties at which alcohol is served are a major part of the social scene on my campus.

a. Yes
b. No

15. For students who are under age 21, how difficult is it to purchase alcohol at stores near campus?

a. Very easy
b. Fairly easy
c. Fairly difficult
d. Very difficult

16. For students who are under age 21, how difficult is it to purchase alcohol at bars, nightclubs, or restaurants near campus?

a. Very easy
b. Fairly easy
c. Fairly difficult
d. Very difficult

17. If you or a friend who is under age 21 wanted to purchase alcohol at a store near campus, what store would you go to?

_____

18. If you and some friends wanted to go to a bar, nightclub, or restaurant and really drink heavily, where would you go?

_____

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ANALYSIS EXERCISE C-3: Analyzing Campus Message Environments Regarding Alcohol Use—Bulletin Boards

WHAT are the messages on your campus regarding alcohol use? Campus norms and attitudes regarding drinking behavior are often shaped or reinforced through the messages on flyers, advertisements, and announcements posted on campus bulletin boards.

USE this exercise to collect and analyze alcohol-related messages on your campus and understand how alcohol use is presented on college bulletin boards. This exercise helps you monitor the campus message environment regarding alcohol use in a structured way on an ongoing basis so your group can make informed decisions about needed changes, if any, in the way alcohol use is portrayed or promoted on your campus.

INSTRUCTIONS FOR MONITORING CAMPUS PRINT MEDIA

Step 1. Where are messages posted? First obtain a campus map. Walk around and note on the map the location of each bulletin board or posting. Take pictures of each location.

Step 2. Select at least five bulletin boards for monitoring. Boards should be in public access areas, including at least one located in the main area of your campus and others in high pedestrian traffic areas.

Step 3. Establish a monitoring schedule. You may wish to monitor boards as often as once a week or less frequently. Thursdays or Fridays are good days to catch postings for weekend social events. Your group may also want to monitor boards around special events, such as Halloween, Homecoming, or Spring Break.

Step 4. Go to each board on scheduled monitoring days. First, count the total number of messages on the board. Then, count all postings that contain alcohol messages, such as advertisements for local taverns or bars, social activities, both on- and off-campus where alcohol is available, advertisements for specific brands of alcoholic beverages, and other alcohol messages. If postings include tear-offs or multiple copies, take one and attach it to the Bulletin Board Analysis form.

Step 5. Record information on the Bulletin Board Analysis form. Things to look for are recurring messages for high-risk drinking contexts and activities, such as all-you-can-drink parties and promotions, college night drink specials, and other messages that emphasize drinking.

Bulletin Board Analysis

WHAT is the dominant message about alcohol use on campus bulletin boards? Do people get the idea that alcohol is a necessary part of the campus social life?

USE this form to record information on the number and content of alcohol-related messages on flyers posted on your campus bulletin boards. Make multiple copies of this form for use by your group members in monitoring the campus message environment. List messages by content (include drink price, if mentioned), number, and size of posting.

DATE: _____ **TIME:** _____ **LOCATION:** _____

Total number of messages _____

Total number of pro-drinking messages _____

Total number of prevention/safe and sober activity messages _____

Divide pro-drinking messages by total messages to get the percentage of pro-drinking messages _____

Divide prevention messages by total messages to get the percentage of prevention messages _____

1. Alcohol industry messages, including ads and promotions by producers and local retailers, both on- and off-campus, specifically mentioning alcohol and/or drinking.

CONTENT	SIZE	COMMENTS

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2. Alcohol-related messages, including flyers for concerts, parties, social events, or other activities where alcohol is promoted as part of the event (e.g., keg parties).

CONTENT	SIZE	COMMENTS

3. Prevention messages/safe and sober activities, including Alcohol Awareness Week and flyers for campus services

CONTENT	SIZE	COMMENTS

Attach alcohol-related pull-off messages.
List your impressions regarding the bulletin board message environment from this round of monitoring.

HOW TO USE THIS INFORMATION: Identifying sources of pro-drinking messages can help you learn more about the environments where high-risk drinking occurs and can help your group design interventions to change those environments. You can also use this information to generate community discussion on how alcohol is portrayed on your campus.

ANALYSIS EXERCISE C-4: Analyzing Campus Message Environments Regarding Alcohol Use—Print Media

WHAT are the messages on your campus regarding alcohol use? Campus norms and attitudes regarding drinking behavior are often shaped or reinforced through the messages in campus newspapers and other publications.

USE this exercise to collect and analyze alcohol-related messages on your campus and understand how alcohol use is presented in campus publications. This exercise helps you monitor the campus message environment regarding alcohol use in a structured way on an ongoing basis so your group can make informed decisions about needed changes, if any, in the way alcohol use is portrayed or promoted on your campus.

INSTRUCTIONS FOR MONITORING CAMPUS PRINT MEDIA

Step 1 Collect a sample of newspapers and other publications routinely distributed on your campus. Collect both official publications, such as campus newspapers, and others, such as underground publications or community newspapers.

Step 2 Identify which publications your group will monitor. You need not monitor all publications. Some may not accept any paid advertisements or may be special-interest publications.

Step 3 Establish a monitoring schedule. If your campus has a daily newspaper, you may decide to review at least one issue per week. Include in your schedule periodic publications, such as homecoming magazines, or other special event publications.

Step 4 Record information on the Newspaper/Publications Analysis form. Messages regarding alcohol use include advertisements, news stories, editorials, and cartoons. Are pro-drinking messages dominant?

Newspaper/Publications Analysis

WHAT messages regarding alcohol use do people get when they read campus publications?

USE this form to record information collected in monitoring newspapers and publications distributed on your campus. Note the date of the publication, where alcohol is mentioned (ad, article, editorial, etc.), the content of the materials (education, alcohol-related injury, etc.), the number of columns of copy, the size (in inches) of the piece, whether there was a picture/graphics, and a summary of the message. Use the codes at the bottom for type and content of materials.

PUBLICATION: _____ **TOTAL # OF ADS** _____

DATE	TYPE	CONTENT	COLUMNS	SIZE	PICTURE/GRAPHICS	SUMMARY

PUBLICATION: _____ **TOTAL # OF ADS** _____

DATE	TYPE	CONTENT	COLUMNS	SIZE	PICTURE/GRAPHICS	SUMMARY

LEGEND

TYPE
- AD advertisement/promotion
- ART article
- CAL calendar of activities
- ED editorial
- LT letter to editor

CONTENT
- GM general alcohol mention
- INJ alcohol-related injury
- DIS alcohol-related disruption
- POL alcohol policy
- HR high-risk consumption
- LE law enforcement
- AP alcohol promotion
- PP prevention
- SA social activity
- UA underage consumption

- * Place one asterisk in CONTENT column for pro-drinking messages.
- ** Place two asterisks in CONTENT column for health and safety messages. *(Some will be neither.)*

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PUBLICATION: _____ **TOTAL # OF ADS** _____

DATE	TYPE	CONTENT	COLUMNS	SIZE	PICTURE/GRAPHICS	SUMMARY

PUBLICATION: _____ **TOTAL # OF ADS** _____

DATE	TYPE	CONTENT	COLUMNS	SIZE	PICTURE/GRAPHICS	SUMMARY

PUBLICATION: _____ **TOTAL # OF ADS** _____

DATE	TYPE	CONTENT	COLUMNS	SIZE	PICTURE/GRAPHICS	SUMMARY

PUBLICATION: _____ **TOTAL # OF ADS** _____

DATE	TYPE	CONTENT	COLUMNS	SIZE	PICTURE/GRAPHICS	SUMMARY

LEGEND

TYPE
- AD advertisement/promotion
- ART article
- CAL calendar of activities
- ED editorial
- LT letter to editor

CONTENT
- GM general alcohol mention
- INJ alcohol-related injury
- DIS alcohol-related disruption
- POL alcohol policy
- HR high-risk consumption
- LE law enforcement
- AP alcohol promotion
- PP prevention
- SA social activity
- UA underage consumption

- • Place one asterisk in CONTENT column for pro-drinking messages.
- •• Place two asterisks in CONTENT column for health and safety messages. *(Some will be neither)*

HOW TO USE THIS INFORMATION: Tally up the ads and determine the percentage of alcohol ads and messages to other ads.

$\frac{\text{Alcohol ads}}{\text{All ads}}$ = _____ % $\frac{\text{Health messages}}{\text{Alcohol ads}}$ = _____ %

USE this information to generate campus discussion on how alcohol is portrayed in campus publications. Messages may also lead to a better understanding of where and when high-risk drinking occurs. Use the information to help develop environmental interventions to reduce risks.

ANALYSIS EXERCISE C-5: Analyzing Campus Message Environments—Listening to the Radio

WHAT messages regarding alcohol use do people hear when they listen to the radio? Do local radio stations target your campus? Is there an on-campus radio station? Find out whether there are particular radio stations that are popular on your campus. Check with local rating services to see which stations aim their programming at college students and young adults.

USE this form to monitor the alcohol messages on campus-focused radio. Establish a schedule for monitoring messages on popular stations. Pick one hour to record the number of advertisements in general and alcohol ads in particular. Note the tone of the ads. Consider late-night listening, especially on or just before the weekend.

RADIO STATION CALL LETTERS AND FREQUENCY: _____

DATE: _____ **TIME:** _____

AD/MESSAGE	SPONSOR	CONTENT	COMMENTS

RADIO STATION CALL LETTERS AND FREQUENCY: _____

DATE: _____ **TIME:** _____

AD/MESSAGE	SPONSOR	CONTENT	COMMENTS

LEGEND CONTENT: GM general alcohol mention; INJ alcohol-related injury; DIS alcohol-related disruption; POL alcohol policy; HR high-risk consumption; LE law enforcement; AP alcohol promotion; PR prevention; SA social activity; UA underage consumption

* Place one asterisk in CONTENT column for pro-drinking messages.

** Place two asterisks in CONTENT column for health and safety messages. *(Some will be neither.)*

HOW TO USE THIS INFORMATION: Tally up the ads and determine the percentage of alcohol ads and messages to other ads.

$\frac{\text{Alcohol ads}}{\text{All ads}}$ = _____ % $\frac{\text{Health messages}}{\text{Alcohol ads}}$ = _____ %

USE this information to generate discussion on your campus regarding the message environment. Ads may also lead you to identify high-risk drinking environments and help your group develop interventions for environmental change. You can also take this information to the station manager as a starting point for negotiation on advertising policy.

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ANALYSIS EXERCISE C-6: What's the Price of Alcohol On or Near Your Campus?

WHAT is the price of alcohol in relationship to other beverages in your campus environment? Does the cost of alcoholic beverages play a factor in drinking decisions? Do certain environments use price strategies to promote consumption?

USE this exercise to determine the relative price of alcohol at outlets. Do retailers use price incentives for alcoholic beverages as part of their marketing and promotional activities? Establish a schedule for visiting selected types of outlets on or near campus and in neighborhoods where students live. Visit bars, taverns, restaurants, grocers, and liquor stores. Include in your schedule times of the year for special events, such as Homecoming, Spring Break, and Halloween. Note regular prices and specials and discounts for both alcoholic and non-alcoholic beverages. For outlets selling alcohol for consumption on-site note the price for a glass of the cheapest beverage. For off-site outlets, note prices for twelve-packs of beer and six-packs of soda and four-packs of wine coolers.

DATE: _____ **SPECIAL EVENT/HOLIDAY?** _____

OFF-PREMISES OUTLET (LOCATION)	PRICE												CHEAPEST BEVERAGE
	BEER (NPB)		BEER (LAP)		SODA (NPB)		SODA (LAP)		WINE COOLERS (NPB)		WINE COOLERS (LAP)		
	12 pack	keg	12 pack	keg	6 pack	liter	6 pack	liter	4 pack	liter	4 pack	liter	

ON-PREMISES OUTLET (LOCATION)	PRICE						CHEAPEST BEVERAGE
	BEER			HOUSE WINE		MIXED DRINKS	
	bottle	draft per glass	pitcher	per glass	per carafe	bar brand	

LEGEND OFF-PREMISES: consumed off premises (grocery stores, liquor stores, convenience stores)
ON-PREMISES: consumed on premises (bars, restaurants, taverns)

CONTENT LAP: lowest available priced product (often store or generic brand)
NPB: national premium brand

HOW TO USE THIS INFORMATION: Determine if price is used to promote alcohol on your campus or at off-campus outlets targeting students. Identify outlets using price promotions. Approach outlet owners or managers to ask them to moderate their promotional activity. Use information to generate campus discussion on the use of price discounts to promote drinking. Publicize the results of your survey on campus. Calculate the cheapest drink per ounce of beverage.

Appendix D: Selected Publications and Resources

Publications

The following publications provide background reading on alcohol problem prevention in a public health perspective as well as environmental prevention specific to colleges and universities.

Alcohol and Public Policy: Beyond the Shadow of Prohibition, Mark H. Moore and Dean R. Gerstein, eds., National Academy Press, Washington, DC, 1981.

This book reports on the findings of the Panel on Alternative Policies Affecting the Prevention of Alcohol Abuse and Alcoholism, convened by the National Institute on Drug Abuse. It is an excellent resource for those wishing to understand the development of contemporary approaches to alcohol problem prevention in a public health perspective and includes commissioned background papers on research and public policy issues.

Alcohol Practices, Policies, and Potential of American Colleges and Universities: An OSAP White Paper, Lewis D. Eigen, Office for Substance Abuse Prevention, Rockville, MD, 1991.

This white paper describes the extent of drinking on college campuses, adverse consequences of alcohol use, areas of education and intervention to reduce problems, and the role of many university practices and policies in responding to alcohol problems. Written in an accessible and provocative style, this paper provides a contemporary overview of what alcohol use means for colleges and universities. The paper and a companion set of slides are available through the National Clearinghouse for Alcohol and Drug Information (see *Resources*).

Media Advocacy and Public Health: Power for Prevention, Lawrence Wallack, Lori Dorfman, David Jernigan, and Makani Themba. Sage Publications, Newbury Park, CA, 1993.

This book is an excellent resource for learning how to use media advocacy to support the development of healthy public policies, including alcohol policies. Written in a lively and down-to-earth style, it includes sections on the theoretical and practical aspects of media advocacy, the role of community organizing in media advocacy, and case studies documenting media advocacy in action.

Preventing Alcohol Problems on the College Campus: A Scripted Slide Show, The Trauma Foundation, San Francisco, CA, 1991.

This slide show illustrates how and why problems related to alcohol use continue to challenge colleges and universities. This thought-provoking script reveals alcohol industry tac-

tics and other environmental influences that contribute to alcohol problems on campus. Audiences for this slide show range from college administrators and faculty to students and parents. The show is available from The Trauma Foundation, Building 1, Room 311, San Francisco General Hospital, San Francisco, CA 94110. 415/821-8209.

Dangerous Promises is a second slide show available from The Trauma Foundation that may be of interest to colleges and universities. This scripted slide show analyzes the role of alcohol and how it's marketed in violence against women.

Prevention File: Alcohol, Tobacco, and Other Drugs, University of California, San Diego.

This 24-page quarterly magazine reports on alcohol, tobacco, and other drug prevention issues from a policy and environmental perspective. Written for the general reader, articles report on current research findings, trends, and prevention activities from across the nation. For information regarding individual subscription rates and bulk order discount prices, write Publications Sales, UCSD Extension, Dept. 0965, University of California, San Diego, 9500 Gilman Dr., La Jolla, CA 92093-0965.

Raising More Voices Than Mugs: Changing the College Alcohol Environment Through Media Advocacy, Holly Richardson, Advocacy Institute, 1993.

This guide helps prevention program coordinators and students use media advocacy techniques to bring attention to alcohol-related problems on campus and win support for responses to reduce problems. It also provides useful techniques for countering arguments of groups with differing viewpoints on prevention. The guide is available through the National Clearinghouse for Alcohol and Drug Information (see *Resources*).

Responsible Beverage Service: An Implementation Handbook for Communities, James F. Mosher, Marin Institute for the Prevention of Alcohol and Other Drug Problems and the Health Promotion Resource Center, Stanford University, Palo Alto, 1991.

This how-to guide provides community members with information and advice on ways to establish programs to promote the responsible sale and services of alcoholic beverages in commercial and noncommercial settings. The handbook is designed to be used in conjunction with an educational video *Responsible Beverage Service: Communities In Action*. Both the handbook and the video are available through the Health Promotion Resource Center, Stanford University, 1000 Welch Road, Palo Alto, CA 94304-1885. 415/723-0003.

Stanford Community Responsible Hospitality Project, Stanford University, Stanford, CA, 1993.

Based on a three-year demonstration project, this four-volume set of materials is written for prevention specialists at colleges and universities. The set includes detailed information, suggestions, and materials for implementing a responsible hospitality project on a college campus. It also includes Macintosh formatted discs with artwork, items, appendixes, and forms for adaptation by other campuses. The materials are available through the Alcohol and Other Drug Abuse Prevention Program, Student Health Services, Stanford University, 606 Campus Drive, Stanford, CA 94305-8580. 415/723-3429. Fax: 415/723-4999.

Resources

The following organizations provide information and other resources to support prevention activities on campuses and in communities.

The Core Institute, Student Health Program, Southern Illinois University, Carbondale, IL 62901.

The Core institute conducts analysis of the Core instrument (see Appendix A) for FIPSE grantees. However, the Core Institute also provides technical assistance and consultation to other colleges and universities that wish to use the Core instrument as part of their informal collection efforts. To obtain information on the services available from the Institute, call 618/453-4366.

The Higher Education Center for Alcohol and Other Drug Prevention, 4800 Montgomery Lane, Suite 600, Bethesda, MD 20814.

The Higher Education Center for Alcohol and Other Drug Prevention is the U.S. Department of Education's national center to support campus alcohol and other drug prevention efforts. The Center provides free access to information, materials, technical assistance, training, and Center publications. For information on Center services call 800/676-1730 (in Maryland 301/492-5336).

National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

The National Clearinghouse for Alcohol and Drug Information (NCADI) is the information service of the Center for Substance Abuse Prevention (CSAP) of the U.S. Department of Health and Human Services. Its catalog of materials features publications ranging from research monographs to fact sheets, including a set of college materials. Most publications are free. To receive a catalog, which also describes other NCAD services, call 1-800-SAY NO-TO (729-6686).

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Appendix E: About the Authors

Barbara E. Ryan is editor of UCSD's *Prevention File: Alcohol, Tobacco, and Other Drugs* and the Center for Substance Abuse Prevention's *Prevention Pipeline*. She is the co-author of *Progress Report: Alcohol Promotion on College Campuses* (San Rafael, CA: Marin Institute for the Prevention of Alcohol and Other Drug Problems, 1991).

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